# INFORMATION TO USERS

8215782

**Bedingfield, Nola Jane**

ETHNOGRAPHIC STUDY OF KNOWLEDGE AND SKILLS OF
ELEMENTARY PRINCIPALS RELEVANT TO DEVELOPMENT OF READING
PROGRAMS

*The University of Oklahoma*                              PH.D.   1982

# University Microfilms International

300 N. Zeeb Road, Ann Arbor, MI 48106

**PLEASE NOTE:**

In all cases this material has been filmed in the best possible way from the available copy. Problems encountered with this document have been identified here with a check mark __✓__ .

1.  Glossy photographs or pages _____

2.  Colored illustrations, paper or print _____

3.  Photographs with dark background _____

4.  Illustrations are poor copy _____

5.  Pages with black marks, not original copy _____

6.  Print shows through as there is text on both sides of page _____

7.  Indistinct, broken or small print on several pages __✓__

8.  Print exceeds margin requirements _____

9.  Tightly bound copy with print lost in spine _____

10. Computer printout pages with indistinct print _____

11. Page(s) _____ lacking when material received, and not available from school or author.

12. Page(s) _____ seem to be missing in numbering only as text follows.

13. Two pages numbered _____ . Text follows.

14. Curling and wrinkled pages _____

15. Other_____

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE


ETHNOGRAPHIC STUDY OF KNOWLEDGE AND SKILLS

OF ELEMENTARY PRINCIPALS RELEVANT TO

DEVELOPMENT OF READING PROGRAMS


A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirement for the

degree of

DOCTOR OF PHILOSOPHY


by

NOLA J. BEDINGFIELD

Norman, Oklahoma

1982

ETHNOGRAPHIC STUDY OF KNOWLEDGE AND SKILLS

OF ELEMENTARY PRINCIPALS RELEVANT TO

DEVELOPMENT OF READING PROGRAMS

APPROVED BY

ACKNOWLEDGMENTS

TABLE OF CONTENTS

TABLES

ETHNOGRAPHIC STUDY OF KNOWLEDGE AND SKILLS

OF ELEMENTARY PRINCIPALS RELEVANT TO

DEVELOPMENT OF READING PROGRAMS

CHAPTER I

PRESENTATION OF THE PROBLEM

## Introduction

The role of the elementary principalship evolved into a duality, which comprised the building administrator and supervisor/instructional leader of the school. Pharis (1979) summarized a report by the National Association of Elementary Principals (NAESP), which considered a carefully selected sample of 2,577 elementary school principals, and indicated an increase in responsibilities for supervision and instructional improvement by elementary principals. The NAESP 1978 study reported 86% of elementary principals had primary responsibility for instructional improvement, as compared with 75% of those principals surveyed in 1968. The need for principals to be competent instructional leaders in the schools has been recognized as a major component

1

in effecting positive change in classroom organization and instrution, as indicated by the following studies.

Anderson (1979) discussed the importance of competencies necessary for principals and teachers to effectively strengthen classroom instruction. Anderson's major emphasis was on "the usefulness and feasibility of clinical supervision as the major focus of each principal's endeavors (p. 43). In agreement with Cogan's (1973) earlier publication that supervisors and administrators were indeed necessary to the task of effecting successful change in the classroom, Anderson argued for equipping principals with the expertise and training necessary to achieve their objectives. Both Cogan and Anderson supported the view that on-going, expert in-class supervision was imperative if teachers were to incorporate positive and lasting changes into their classroom behavior.

Keller (1979), director of the NAESP federal relations program, observed that Congress and the Executive Branch had eliminated many training programs that would help principals become truly competent in their diverse tasks. Keller stated that "they [Congress and the Executive Branch] must recognize that no program--no matter how well-designed--runs itself. People make the difference. Therefore, investment in personnel training is at least as critical as support for the program itself" (p. 71).

Many studies indicated the ambivalence that federal and state legislative bodies, as well as principals themselves, felt about the dual role of administrator and instructional leader. In a summary of the North Central Association (NCA) survey of the role of principals, Louzeau (1977) reported that junior/senior high school principals gave low priority to the time spent (as well as "ideal time" principals wished to spend on (1) evaluating school programs, (2) formulating school policy, (3) providing in-service education, and (4) interviewing and recommending personnel. On the other hand, the junior/senior high principals placed .staff, pupils, and curriculum as areas of high concern. Since it appeared that the low priority items indicated by principals may have a great effect on the accomplishment of the high priority items indicated by them, junior/senior high principals may not have clear objectives set which would help them reach their overall goal of improved classroom instruction. Lozeau's (1977) summary, however, did not agree with the previously discussed study (Pharis, 1979) of NAESP principals, which indicated that elementary principals believed their role of instructional leader had increased in the last decade. Nor does Lozeau's summary agree with others (Krajewski (1979), Anderson (1979), Cogan (1973), Gross & Trask (1976)), which showed a wider difference between the actual and ideal role of principals as instructional leaders.

Perhaps one factor which may contribute to the importance of the instructional leadership as viewed by the principal is that of his/her particular educational knowledge and teaching background (Gross & Trask, 1976). In studying the gender factor in school administration, Gross and Trask concluded that many men in the principalship "lack the knowledge and skills required to offer professional direction to the instructional programs of their schools" (p. 221). Gross and Trask also reported that men derived less gratification from directing instructional activities than women. In relating these differences Gross and Trask offered the explanation of the differing years of teaching experience between men and women who became elementary school principals. Their study of urban school districts indicated that male elementary school principals often had little or no elementary school teaching experience (more than 33% had none), whereas only 3% of the women lacked such experience. Since it is normal to spend time on activities in which one has become more competent, it was not unusual to find that most principals, being male, tended to spend and value time spent primarily as an administrator, rather than supervisor of instruction. On the basis of their study, Gross and Trask recommended:

> that school systems with a strong interest in
>
> upgrading the quality of their instructional

programs would be well advised to develop
intensive in-service training programs in
instructional leadership for male principals
with limited teaching experience. These pro-
grams should be designed so that they will
provide them with the knowledge, skills, and
type of experiences they need to supervise,
and give professional leadership to, the school's
instructional programs and to work with their
teachers in a constructive, productive, and
nonthreatening manner. (pp. 221-222)

In summary, the literature appeared to support
the premise that principals were a vital force in providing
improved instruction at the classroom level. This study
was designed to deal with one aspect of instructional
leadership and administrative responsibilities of elementary
school principals which seemed vitally important to
each student's success in school: development of reading
instruction and programs in the elementary school.

## Significance of the Problem

Neither interest nor funding for improvement of
administrative and supervisory leadership had been a
top priority at the federal level. In examining the
priorities of the legislature at the state level--in
this study, Oklahoma, with a similar lack of concern,

was found to provide little instructional leadership training for principals. The Oklahoma State legislature passed a broad educational law, HB 1706, as enacted by the 37th Legislature, Second Session (CH 284, OSL 1980) that dealt with upgrading the training of teachers and the on-going in-service activities necessary to improve instruction in the classroom. However, there was less emphasis placed upon additional training to provide principals with the competencies necessary to become more effective instructional leaders, which in turn, could enhance the success of the proposed changes.

Newsweek magazine (April 20, 1981), featured a cover story, "Why Public Schools Fail," and reported a poll by the Gallup organization indicating 68% of the sample thought public schools needed more emphasis on reading, writing, and computation. With the general public showing a continually growing dissatisfaction with public school education and considering the importance of adequate leadership to the implementation of improved instruction in the classroom, it appeared essential that information be gathered to provide for a more specific assessment of the involvement of principals in the various components of reading instruction and programs, as well as in those areas in which the principals perceived as essential for those persons to become more effective instructional leaders and administrators. To change

both public opinion and classroom instruction in a positive way would require strong commitment and leadership on the part of the colleges of education, legislative leaders, as well as the elementary principal.

This study was designed to explore the self-reported participation in the various components of reading instruction and administration in which the elementary principal was active. In addition, the elementary principals were asked to indicate in which areas of reading they desired further information. In limiting the study to these areas, it is hoped that the specific data gathered will be utilized to develop college of education courses and seminars which will deal more directly with the competencies and knowledge required to effectively prepare principals to act as both administrators and instructional leaders in the area of reading education. Since reading is an area which extends across the curriculum and is also a major concern of the general public, it appears a most fertile area for establishing greater expertise for the elementary principal. In addition, a recent study by McNinch and Richmond (1977) found that teachers would prefer principals to be more knowledgeable and involved in reading programs. The research concluded:

    1. Teachers felt that principals should generally be more involved in management of reading programs.

2.  Teachers felt that the current role of the
    principal was more administrative than super-
    visory.

3.  Teachers felt that principals should maintain
    a position that would be more administrative
    than supervisory.

4.  Teachers felt that principals should assume
    a more active role in direct supervision of
    reading programs.

5.  Teachers felt that principals should assume
    an even greater role in administration
    of reading programs than is now currently
    practiced. (p. 61)

Common threads of a supervisory nature suggested by authors
McNinch and Richmond concerning reading were program
development, material selection, in-service education,
evaluation, and classroom organization.

In recognizing the importance of principals as
a major influence in establishing successful reading
programs in the schools, the International Reading Associa-
tion (IRA) recently established a new publication, News
for Administrators. The first issue stated that "in
approving this publication, IRA is recognizing the importance
of the administrator's leadership in improving student
reading achievement" (Feb.,1981, p. 1). Several specific

areas of concern and responsibility were related to
the principal regarding the reading program and summarized,
as follows:

1. Working with teachers in in-service activities,
   supervision of instruction, and using individual
   strengths of teachers.

2. Working with students, not only as "cumulative
   records" but understanding the "average" student
   as an individual.

3. Creating a building atmosphere for improving
   reading.

4. Providing policy leadership which can influence
   reading instruction.

5. Building community support through a sound
   public relations program. (pp. 1-2)

The above cited research and trends indicated that current
and future principals should acquire the expertise and know-
ledge to adequately serve as both administrator and instructional
leader in the area of reading instruction.

## Statement of the Problem

The present research attempted to determine the
degree to which elementary school principals reported
involvement in the various components of their reading
programs. In view of the increased interest in reading
instruction in public schools, and considering the growing

evidence of the importance of instructional leadership by the principal in developing successful reading programs, the data from this study may provide some of the information needed to improve reading programs in elementary schools.

In addition, the research attempted to determine the components of reading that elementary school principals desired additional information and/or training. Specifically, answers to the following questions were sought:

1. What importance do elementary principals assign to their role and responsibility concerning various components of their reading program and in what order of importance?

2. Which components of the reading program do elementary principals in Oklahoma desire more information and in what order of importance?

3. Is there a statistically significant difference in the importance assigned components of reading when compared to the number of college course hours in reading completed by elementary principals in Oklahoma?

4. Is there a statistically significant difference in the importance assigned to the components of reading when compared to the elementary classroom teaching experience of elementary principals in Oklahoma?

5. Is there a statistically significant difference in the importance assigned components of reading by elementary principals of differing gender?

6.    Do elementary principals in Oklahoma report an interest in participating in additional training which is directly related to the knowledge, skills, and evaluation of reading in combination with their role as principal of the elementary school?

CHAPTER II

REVIEW OF LITERATURE

According to Avery (1972), "ninety percent of all reading instruction begins and ends in the classroom and approximately 60% of the formal reading instruction received by the typical child during his school career takes place in the primary grades" (p. 11). Avery cited the conclusions of a three-year study by the International Reading Association Committee on Administration and Reading which stated that principals or their superintendents had the power to help teachers with the reading program, and that administrators had an obligation to perform the following functions:

1. To try to improve the quality of reading instruction in the classroom.

2. To establish an attitude and an atmosphere which enhances the reading program.

3. To provide optimum conditions to assist each child to learn to read.

4. To budget sufficient funds to implement an effective reading program. (p. 11)

Avery concluded that "we need the kind of administrator who will involve himself in planning and implementing the reading program and who will keep abreast of the growing research and literature on reading instruction, and apply his knowledge toward the eradication of reading failure" (p. 19).

In Carlson's (1972) project for the International Reading Association relating the importance of administrative attention to the area of reading, he explained, "no area of educational responsibility seems to be more potentially explosive; reading instruction has become a political issue at the national level. A concerned public has forced administrators to take a first-hand interest in the reading program" (p. 1). Carlson also cited federal and state funding and support for reading programs, as well as national testing programs, as reasons for the increased attention toward reading. According to Carlson, authorship, publication, promotion, and sales of reading material have also become a big business, which demands the attention of public school administrators. Administrators should be knowledgeable about reading before massive amounts of money are spent to implement new reading programs which may or may not be the most effective in achieving the goals of improved reading instruction.

The continuing public focus on reading in the public schools initially tended to bypass the responsibilities of administration as an important role in successful reading programs. However, the decade of the seventies produced research which emphasized the role of the principal as the "forgotten link" in effective reading programs. Dissatisfaction with public school education and the public interest in effective reading programs had put the teachers in the forefront of public scrutiny. However, Betts (1962) stated that "the bottleneck, literally and figuratively, is at the top" (p. 42).

Two important studies, the Harvard report (Austin & Morrison, 1963) and the Conant report (1962) cited the lack of adequate training of administrators and the lack of classroom experience, especially at the primary-grade levels, as factors which negatively affected the reading programs in public schools. Carlson (1972) agreed that "Undoubtedly mediocre teaching can be attributed at least in part, to administrators' lack of background in the teaching of reading" (p. 4). Barnard & Hetzel (1976) also recognized the importance of the principal's role in improving reading instruction. The authors stated, "It is ironic that those who can change students' reading achievement scores the most are often ignored in the total effort of improving reading services for students. The key to improvement of reading rests with the principal. By the very nature of the position,

the principal is responsible for providing the impetus to improve the school reading program" (p. 386).

With the emergence of emphasis upon the elementary principal as a necessary component of successful reading programs, researchers turned to the task of identifying more specific knowledge, skills, and competencies necessary for principals to positively impact their reading programs. Fech and Micetitch (1977) found that in reviewing the literature concerning the role of the principal and reading programs, the importance of the knowledge of reading recurred frequently. The authors stated, "Principals must have knowledge about reading and if they don't have it, someone has to see that they get it. That's the district's responsibility--the superintendents and the boards--supervisors--principals--reading specialists-should insist on it" (p. 7). Fech and Micetitch defined the following components of knowledge that principals should possess:

> learning theory
>
> the reading process
>
> placement and reading disabilities
>
> diagnosis and remediation
>
> assessment of reading competence
>
> philosophy of the reading program in
>
>> their school and their district (p. 7)

Fech and Micetitch concluded that "reading is the most important subject we teach, especially at the primary levels, so it would seem if the principal is to become knowledgeable in any curriculum area, this ought to be the one" (p. 7).

Sherwood (1977) emphasized that lack of informed supervision could permit the continued existence of poor teaching in the classroom. Sherwood identified five specific areas which could produce positive changes in reading instruction:

1. Improved teacher selection

2. Improved supervision

3. In-service training for teachers

4. Teacher participation in curriculum development

5. Encouragement of teachers to improve their knowledge and skills through workshops, conferences, and graduate courses in reading

Above all, the effective principal must make every effort to improve his or her own skills and knowledge in relation to the school reading program. (p. 5)

Austin and Morrison (1963) conducted comprehensive research which dealt with a number of areas in reading instruction in the public schools. Specific areas which the authors identified were stated thusly: "To fill

the principalship role successfully, an administrator must know the learning process and understand the psychology of teaching individual subjects, of which reading is, perhaps the most important" (p. 198).

Carlson (1972) identified several domains of reading which should concern the administrator:

in-service training

curriculum development

supervision

human relations (pupils, the public, and teachers)

(p. 2-4)

Sanacore (1977) discussed the components of a short evaluation instrument which allowed teachers to evaluate the principal's leadership in the area of reading. The components identified were:

administration

supervision

formal in-service education

program concerns

individualization

relationship with staff

relationship with community (p. 312)

Sanacore emphasized that "The principal's positive leadership in reading-related matters is especially important, since a reading-related school provides students with opportunities for success in other curricular areas" (p. 312).

Durkin (1974) identified several areas which appeared to contribute to reading problems: organizational patterns, grouping practices, teaching methods, and emotional climate within the schools. Durin emphasized that principals were at least, in part, responsible for these various components of the reading program.

Scofield (1979) agreed that, "although the principal relies on teachers to teach a program and draws on consultants for special needs, it is the principal who must make the programs work. Pulling people, ideas, processes and kids together must be accomplished if reading instruction is to be successful program-wide" (p. 5). Scofield considered a number of studies done in the seventies which looked at successful schools and compared them to less successful schools. The elements Scofield identified that seemed to make a difference were:

1. Heading successful programs are STRONG PRINCIPALS: leaders with clear points of view about schooling and instruction; leaders with strong commitments to reading and high expectations of staffs.

2. HIGH EXPECTATIONS of children mark success. Even in inner-city schools teacchers who avoid pessimistic views of children and who conveyed optimism and firm expectations of achievement got achievement.

3.  In schools where children achieved STAFF
    MORALE was high. Teachers and principals saw
    themselves as involved in a common mission and
    functioned as a team.

4.  Successful schools were ORDERLY without being
    repressive. (p. 5)

Jackson (1978) reported on the characteristics of successful reading programs included in a large USOE study. Among characteristics identified were: well-planned coordination among classroom teachers and support staff, positive expectations, a well-defined management system, and in-service training that reinforces the reading program.

Aldridge (1973) reviewed the literature concerning administrators and reading and reported a consensus that the elementary principal was a most influential position from which to affect reading instruction, both in administrative and supervisory capacities. However, Aldridge reported that the majority of reading research reflected the writers didn't believe principals possessed sufficient expertise in reading to effectively improve the staff's functioning. Due to Aldridge's perception that there was a lack of objective data to back up the opinion of lack of knowledge by the principal in the area of reading, he compared principals and teachers' knowledge of reading. Utilizing a test, "Inventory of Teacher Knowledge of Reading," Aldridge found no

significant difference between the reading knowledge
of principals and teachers.

Two other studies which attempted to measure principals
knowledge of reading also found that principals were
not seriously lacking in the knowledge of reading.
Panchyshyn (1971) sampled over 80 Iowa principals and
300 teachers. Panchyshyn found that principals were
not significantly lacking in knowledge of reading concepts
in comparison to teachers; neither were they poorly
trained in the area of reading. Gehring (1977) found
that principals in the state of Nevada were adequate
to offer instructional leadership in reading and also
knowledgeable about reading and concepts related to
primary grade reading instruction--an area of particular
concern voiced by several writers in the literature.

Various studies disagreed with the conclusions
of Aldridge (1973), Panchyshyn (1971),and Gehring (1977),
several of which were of much broader scope than the
aforementioned studies. Gross & Trask (1976), Austin
& Morrison (1963), Sweeney (1969), McHugh (1972) and
other writers have reported that the lack of depth and
breadth of knowledge of reading by principals may indeed
negatively influence the effectiveness of their leadership
role in reading instruction. Austin & Morrison (1963)
concluded from an in-depth study of 74 colleges and
universities throughout the United States that the object-
ives of preparing prospective educators were not being

accomplished. Sweeney (1969) recognized that the view of the principal as a generalist was justified, but stated that this should not "rule out the possibility that the principal might develop some sub-specialty in one of the major instructional area For the elementary principal, the area of reading would be of optimum value as an area of specialization" (p. 506). Sweeney's recommendations for the principal were:

1. It would be advisable to take a sequence of at least three formal courses in reading. One, a basic course considering the various theories of reading instruction, and their practical applications; a second, focused on remedial reading, with special emphasis on diagnosis; and finally, a course stressing the organizational aspects of reading instruction.

2. It would be most valuable to spend time in a reading clinic, observing and working with serious cases of reading retardation, and when feasible, to teach reading in his own school.

3. It is essential to continually update his information on reading through participation in workshops, conferences, etc. (p. 506)

McHugh (1972) reported that improvement in reading achievement followed the training of principals as leaders

of the reading program in their schools. However, McHugh explained that it would be unfair to blame the principal for the lack of expertise in the area of reading without examining the role of others responsible for the training, support, and funding of administrative efforts. McHugh felt that perhaps the most critical problem which deterred improvement of pre-service preparation was the inadequate preparation of college instructors. McHugh addressed the problem of conflicting views of faculty members in colleges of education, as follows:

> In a typical faculty it is not unusual to find any or all of the following: an instructor who believes in a totally individualized reading approach; another who is a strict adherent to a basal reader approach; another who puts faith in programmed instruction; yet another whose course is largely centered in phonetics, synthetic orthographies, etc. and finally an instructor whose main thrust is linguistics. Unfortunately, in the teaching of reading we have not yet assembled and agreed upon any pattern of course sequence and content. (p. 159)

McHugh also questioned the use of teaching assistants rather than full professors to teach basic reading courses which may be the only professional exposure many educators receive to reading instruction. McHugh suggested that

college professors "must step down, out, and into the reality of teaching reading in actual settings such as ghettos and deprived areas" (p. 161). McHugh further suggested that college courses in reading be moved off campus and into the public schools where theory and practice may be combined.

Other concerns which recurred in the literature relevant to reading and the elementary principal included specific references dealing with parents and the general public. With a preponderance of negative publicity about the reading programs in today's public schools, it is important that pricipals communicate more effectively with parents and the community. Putney (1977) stated, "With reading education the focus of many such attacks, reading educators at all levels must be concerned with disseminating accurate information to other educators, the general public, and in particular, parents" (p. 153).

Blake (1974) presented data gained from interviews and self-analyses of 36 principals who participated in the Bank Street Right to Read Program. Competencies which were identified by the principals as necessary to develop effective reading environments in their schools were: "staff development, leadership roles and relationships, and parent/community interaction" (p. 120). The approach of Blake's study was to help principals analyze their role and determine leadership needs. It was

emphasized to the participants that the real definition of one's leadership role was determined by one's current priorities. Blake explained:

> A log of time kept by the principals participating in the program revealed more time was spent on Planning, Organization and Management Tasks than on Staff Development and Community and Public Relations Tasks combined. In contrast, development of the educational leadership role tended to require time spent in the areas of Staff Development and Parent/Community interaction. (p. 120)

Smith, Carter, & Dapper (1969) emphasized the importance of the principal's understanding and leadership in establishing reading programs which allow positive steps for overcoming environmental deficiencies. The language development of disadvantaged readers may be influenced by the environment of the home, interaction with parents, and the immediate community of the child. If principals are to provide optimum learning environments for children of varied experiential backgrounds, they must be well-versed in the influences of environment upon the children.

Kottmeyer (1972) suggested that "knowledgeable administrative leadership is vital to meeting the needs of disabled readers" (p. 193). Nevertheless, Kottmeyer realistically assumed that because of the differences

in children's ability to memorize, organize, and retrieve
information, administrators must expect that a certain
percentage of children with reading difficulty must
be addressed in any comprehensive reading program.
Kottmeyer stated that "Administrators must be certain
that their school systems can provide such expert attention
on a continuous basis. Financial support and a program
for preparing teachers to work with disabled readers
are perenially essential" (p. 193).

Another concern of parents and the general public
was the use of testing and assessment of reading. Principals
should be able to justify, explain, and properly guide
teachers in the use of tests administered within their
schools. Madden (1972) wrote, "In order to correctly
assess the value of the reading programs of their schools,
administrators must be familiar with and make full use
of evaluative tools such as reading achievement tests"
(p. 110). Specifically, Madden suggested the following
aspects of evaluation and assessment of students' reading:

Cognitive growth of particular value:

Decoding (word analysis)

Word recognition

Sentence structure

Comprehension of more extended discourse,

as of one or more paragraphs

Evaluation of content from a variety of

various points of view and arguments

Affective assessment should include:

Attitudes and self-concepts

Personal adjustment to current progress
in learning to read

Satisfactions gained from reading (p. 112)

Several studies addressed the role of the principal
as the instructional leader, as well as more generally,
as a supervisor of the overall reading program. Miller
(1977) wrote, "Leaders are quick to identify individuals
and groups needing updating, but seldom identify that
need in themselves. Turnover of administrators is among
the lowest of any educational group. Thus, if we are
to bring about the changes required, those in present
leadership must be the ones to do it" (p. 31). Strang (1960)
discussed the responsibilities of both the superintendent
and the principal. Although the involvement Strang
suggested was considered idealistic in 1960, more recent
studies have agreed with the following points for effective-
ly improving reading instruction.

1. Know still more (than the superintendent)
   about the reading instruction going on
   in his school. He will have conferences
   with teachers following his visits to
   classrooms.

2. Show teachers his interest in, appreciation
   of, and approval of effective teaching of
   reading that is being done and that can be

done.  He encourages them to try out bright,
new ideas about methods of teaching, grouping,
and reading materials.

3.  Help direct teachers' attention toward how the
students learn and are learning, and encourage
them to use both praise and criticism con-
structively.

4.  Help teachers interpret and use test results
wisely.

5.  Work cooperatively with the staff in setting
goals, sharing new ideas, and evaluating
the reading program.

6.  Keep teachers informed about parents' comments.

7.  Select teachers who are interested and pre-
pared for their responsibilities in teaching
reading, and help them grow through effective
in-service education.  (p. 4-5)

Rauch (1969) summarized his belief that the principal's
leadership in the area of reading was important to the
overall success of the reading program by concluding
that the principal's "interest and concern for more
effective reading instruction affects the entire staff,
as well as the student.  If the principal is concerned
and knowledgeable about the reading process, then chances
are better than good that his teachers will be concerned
and knowledgeable" (p. 50).  In a later article, Rauch
(1974) expanded, "An administrator who knows about the

reading process, who takes advantage of the training and expertise of reading personnel, and who recognizes the many factors that determine reading progress can mean the difference between the success or failure of a school reading program" (p. 300).

Qualities stressed by Sanacore (1979) interpreted positive leadership qualities which can have a significant impact on reading as "the competence, sensitivity, and attitude of an administrator" (p. 739). More specifically, Olson and Hammond (1980) stated, "Observation through classroom visitation is the most important tool in insuring an effective program, and administrators should make classroom visits a priority" (p. 48). The authors further suggested that the principal take a reading group and teach it for a day or longer. Olson and Hammond described the ideal administrator as an instructional leader who:

    (1) has had recent teaching experience in K-6.

    (2) has credibility with the staff.

    (3) conducts an ongoing supervisory program of of continually upgrading teacher competencies.

    (4) demonstrates leadership within the school as well as in the community. (p. 47)

Hoke (1960) listed several specific administrative responsibilities: setting up the framework for a sound sequential program for the teaching of reading, establishing

goals and understanding the skills and techniques to be taught, while providing the help teachers need. Rauch (1974) stressed that administrators needed to be better prepared to provide effective leadership. Moral and material support, as well as realistic, teacher-tailored in-service programs were also factors Rauch encouraged.

Harris (1970) pointed out that methodology of reading was not the prime factor to be considered in beginning reading instruction, concluding that "quality of administrative leadership, of teaching skill, and pupil ability (in turn related to characteristics of home and neighborhood) are much more important in determining the results of beginning reading instruction than differences in methodology" (p. 79). Two other studies dealt with the importance of the teacher as related to the principal's leadership role. Wolfe (1970) believed that selection of teachers who can meet the needs of the individual learner should be a high priority of principals. In order to select such teachers, the principal must be able to evaluate the prospective teacher objectively, with specific attributes in mind. Chisholm (1972) concluded that principals must take the responsibility for the in-service training for teachers who are expected to use new teaching techniques or equipment. Proper preparation of teachers is essential to successful implementation of methods, techniques, and materials, according to Chisholm.

Morrison (1968) suggested that cooperative planning between administrators and teachers was of most importance. The following guidelines were offered:

1. Teachers and administrators must identify mutually acceptable goals of instruction. But they cannot arrive at these mutually unless ways are found to stimulate modification of their existing perceptions--of the situation, themselves, and of the probable effect of change.

2. Both teachers and administrators must be acquainted with a knowledge of modern theory and practice concerning reading.

3. They must translate their agreed-upon objectives into pupil behavior consistent with appropriate and effective teaching-learning designs.

4. Strengths and weaknesses of the present program must be identified.

5. Reference materials must be provided to fortify teachers and administrators with background information.

6. Release time must be provided for planning periods. (p. 256-261)

Sanacore (1977) recognized the importance of the relationship between reading leaders and their staffs. Supervisors

and principals were encouraged to satisfy teachers' needs for recognition, new experiences, security and responsiveness. When teachers are happy and fulfilled with their job they are usually more productive, according to Sanacore. Teacher effectiveness was also linked to administrative involvement by the Rand Corporation study (1976). A study of 20 elementary schools with a high percentage of minority students concluded that reading progress was linked to the ability of principals to recognize and encourage effective teaching in the classroom.

Wittick (1969) also supported the unity of staff purpose and action as a necessary synthesis for improving reading curriculum. Concerns of the principal which affect the reading program were listed by Wittick as utilization of space, time, and materials by teachers. In addressing these essential needs more effectively reading improvement could result. Wittick also encouraged principals and teachers to work together in establishing in-service training that conducted intermediary or operational research specifically transferrable to their reading programs.

Other studies dealt with the importance of the principal's knowledge of reading research and successful reading programs. Sherwood (1977) wrote, "The school principal owes it to his or her position to be informed

about the research behind new materials and gadgets" (p. 2). The importance of purchasing new materials or implementing new instructional methods in reading was stressed by Sherwood, who stated: "The decisions to purchase such materials are generally made with good intentions, but often reflect the administrator's lack of understanding of appropriate methods and materials for reading instruction" (p. 2).

Berger & Andolina (1977) conducted a nationwide survey of school districts to determine how administrators kept abreast of trends and research in reading. From a questionnaire and telephone interviews, the authors determined that the major source of information about reading was the written word, especially periodicals. Second on the list of priorities was school and district-wide in-service programs, and third was college textbooks and courses. Conversation with colleagues ranked fourth in the survey. Berger & Andolina also concluded that decision-making related to reading and other language arts centered around one or two key people--teachers or administrators within a school district.

Karlsen (1972) suggested that because some publishers of reading materials present only research which is favorable to the material they are selling, school adminis-trators should review the research and make some preliminary

judgment about any reading program or material they are considering using. If a particular method or set of materials appears promising, a preliminary tryout with a limited number of classes, closely observed and evaluated would be reasonable. Karlsen stated, "It is doubtful that more than 1% of the materials currently being sold have been submitted to 'fair scientific trials' by an independent and disinterested party" (p. 266). Interpretation of research, especially in the area of reading requires both a background in the knowledge of reading, as well as the ability to evaluate basic research data. Karlsen wrote:

> Among the many demands which will be made on the educational administrator in the immediate future is that of greater research sophistication. This would include an appreciation of the role of research in education, improved research literacy, an understanding of the problems of designing a good research study, and the ability to interpret research data. Empirical research evidence is unquestionably the best single basis upon which educators can make intelligent decisions about the curriculum. But this is the case only when the research is designed properly, executed carefully, and interpreted correctly. (p. 274)

Morrison (1967) believed that the principal should be acquainted with research relating to current theory and practice concerning the teaching of reading if he were to assist his staff in the development of improved reading instruction. Specifically, Morrison said, "He must know what reading involves, what the objectives of the reading program should be, how reading instruction differs at various grade levels, what methodological techniques are most appropriate for children with varying characteristics and abilities, and what material will produce the desired results for different children" (p. 130). Morrison said that many elementary principals had been selected from middle and secondary schools, thereby lacking a background in the foundations of reading. To underscore his conclusions, Morrison stated, "Indeed it is not unusual to find that many principals possess less understanding of the components of reading instruction than the teachers whom they are expected to guide" (p. 127).

In attempting to identify common components of successful schools, Venezky and Winfield (1979) studied several public elementary schools in low SES areas and compared those which succeeded with those which were less successful in teaching reading. A variety of techniques were utilized to gain information: interviews, analyses of test scores and work logs, school memos, classroom

observation.    The    suggestions    and    conclusions    drawn
relevant to the principal included:

    1.   School districts should build curricular
        leadership into their evaluation criteria
        for principals. Required activities should
        include frequent meetings with the lead
        teachers or specialist, coordinating plans
        for the reading staff (aides, tutors, etc.)
        and periodic monitoring of student progress.

    2.   Inservice classes should be given for principals
        to teach them different approaches to the
        responsibilities listed in 1, and about read-
        ing in general.

    3.   Schools and school districts should be made
        more aware of the programs in other schools
        that succeed in teaching reading. (pp. 37-38)

The two primary causes of success which were isolated
by Venezky and Winfield were "achievement orientation
by the principal or influential school district person,
and building-wide instructional efficiency" (p. 4).
Achievement orientation was identified as a leadership
style which is the opposite of a style which focuses
on human relations (characteristic of many principals
in inner-urban and poorer rural schools, in the opinion
of the authors) which tends to be less orientated on
academic achievement. The authors identified instructional

efficiency as having two major building-wide characteristics: adaptability and consistency of instruction. Venezky and Winfield further stated that extra funding and special programs alone had not proven sufficient to raise achievement levels of low-SES students. Instead, more emphasis should be focused on the curricular leadership performance of the principal through principal evaluation procedures and in-service training for principals.

Several studies considered the various components of in-service training for teachers and principals. Fech and Micetitch (1977) identified the following working objectives in establishing in-service training for principals.

1. To make these principals more aware of their importance and unique role in having an effective reading program.

2. To help principals define their role in view of limitations of time and the setting of priorities. (p. 8)

Other areas of importance which Micetitch identified to involve principals in their reading programs were: the importance of inspiring the principals by outstanding speakers from the area of reading, establishing a viable reading philosophy, utilizing publishing companies' consultants, and becoming competent instructional leaders. Fitzgerald (1977) reported a study conducted to compare elementary and secondary principals' expectations of the reading program and establish strong and weak points

in their districts' reading programs in New York State. The author reported that "the elementary administrators tended to emphasize a knowledge about the total language process as one positive teacher quality and identified the inability to both diagnose and prescribe instruction as areas in need of improvement" (p. 20). Concerning in-service workshops, Fitzgerald concluded that although information may be gained by principals in in-service training designed for teachers, in-service training focused on the separate needs of administrators would be more beneficial. It should be noted that McHugh (1972), although he also encouraged specific in-service tailored to the principal's needs, nevertheless, felt that there were many benefits for principals and teachers who participated in workshops together.

Otto & Erickson (1973) wrote that the elementary principal needed more than a superficial knowledge of skills to be taught in the area of reading--sequences, diagnosing and adjusting for individual differences, and effectiveness of the total program. Otto & Erickson felt that if principals accepted more responsibility for the success of the reading program, they would help build an understanding of the components of a good reading program for the entire school. The authors concluded that if principals lacked the necessary skills and knowledge to accomplish the objectives of a successful reading

2. Workshops or inservice programs should be developed to encourage principals in the field to discuss problems related to the reading program. The development of a balanced supervision program based on appropriate reading concepts supported by appropriate departments would attract many principals. (p. 220)

In conclusion, the growing awareness of the importance of the elementary principal to the success of the reading program has raised a number of questions about the preparation, knowledge, leadership role, and competencies of the elementary principal relevant to the reading program. The recurring themes and components of reading related to elementary principals which have been identified in the literature will be addressed in this ethnographic study of elementary principals in Oklahoma.

CHAPTER III

METHODS AND PROCEDURES

Sample and Population

A sample was randomly selected in a two-stage procedure
by following the proper procedures for randomizing from
the "Table for Determining Sample Size from a Given
Population" (Krijcie & Morgan, 1970, p. 607), and selection
from the population of Oklahoma public school elementary
principals currently included in the Oklahoma Educational
Directory, 1980-81 (Bulletin No. 110A). Stage one included
the random selection of school districts in Oklahoma and
in stage two one elementary school principal from each
selected school district was randomly selected. The
rationale for this sampling procedure was established
primarily because each school district generally provided
the same services (curriculum specialists, reading specialists,
teacher centers, materials, and funding) for each elementary
school within their respective districts which would
affect the reading instruction and programs. With this
two- stage sampling technique, it was assumed that each
school represented would more nearly reflect the typical

involvement of the elementary school principal with the components of reading programs across the entire state of Oklahoma. From the total number of school districts in the state of Oklahoma a sample of 234 elementary school principals was selected for participation in this study.

## Design of the Study

The recurring components of reading related to elementary principals as revealed by the review of literature (Chapters I and II) were utilized to develop an opinionnaire. Ethnographic data were sought and used to describe the elementary principal and served as a basis for resolving questions which arose during the study.

A pilot study was completed to establish the validity of the opinionnaire. Elementary principals in two central Oklahoma cities (a total of 27 principals) were used in the pilot study, with 17 (63%) returning the opinionnaire A summary of the results is included as Appendix A.

## Instrumentation

In order to investigate the degree of importance that elementary school principals placed upon various components of their reading programs and the degree to which elementary school principals desired further information about various components of reading, the

opinionnaire was designed with a double response for each component. A 5-point Likert-type scale as described by Sax (1968) was used to classify data received from respondents to the opinionnaire, with "1" indicating "unnecessary" and "5" indicating "of most importance." The left column scale determined the value placed on the components of reading by the principal in his present school setting. The right column scale determined the value the principal placed on need for additional information about the various components of reading, as described. Ten components of reading related to elementary school principals were developed based upon the review of literature, with each of the ten components requiring a response in both the left and right columns. The ten components of reading were identified as:

1.    Skills in enhancing parental and community knowledge about reading in the school.

2.    Knowledge of reading materials and specific reading programs.

3.    Knowledge of instructional methods in reading.

4.    Skills for evaluating teacher effectiveness in the teaching of reading.

5.    Knowledge of Curriculum Development related to reading instruction.

6.    Skills in assessing special reading programs, such as Learning Disabilities, Emotionally Disturbed, and Slow Learners.

7. Knowledge of Testing and Assessment of reading development.

8. Leadership skills necessary to bring about positive change in reading instruction within the classroom.

9. Knowledge of current research and successful programs in reading.

10. Skills necessary to provide effective in-service training for teachers of reading.

In preparing the opinionnaire, suggestions concerning format and clarity by Dillman (1978) and Legare (1980) were employed.

In addition, information was requested concerning the number of college course hours in the area of reading, along with years of elementary and other teaching experience. The number of years of administrative experience was requested, delineated by years of experience at each division of public school. Although all of the data were not statistically manipulated for the major questions posed in this study, this additional data provided a more ethnographically complete picture of the elementary principals in Oklahoma (Agar (1981), Cramer (1960), Wolcott (1973)). Since the Studies of Gross and Trask (1976) and Sexton (1976) indicated differences in the quality of instructional leadership between males and females, respondents were requested to indicate their gender. One additional item related to the desirability

of further training of elementary principals was probed by requesting a response of interest if training was directly related to both the role of the principal and the knowledge, skills, and evaluation of reading instruction. A copy of the opinionnaire is exhibited in Appendix B.

A cover letter explaining the purpose of the study and assuring the anonymity of respondents was mailed to the 234 selected elementary school principals in Oklahoma. The two-page opinionnaire was enclosed with a self-addressed stamped envelope for return of information. A copy of the cover letter is attached as Appendix C. Two weeks after the initial mailing of the instrument, those principals who had not returned the opinionnaire were contacted by a personal telephone call. The response to personal conversation proved to enhance the return of data positively, although there was a small number of principals in the sample who were not available when contact was attempted.

## Treatment of the Data

The data collected in this study were used to identify the degree of importance elementary principals placed upon the ten components of reading specified in the opinionnaire, as well as to determine the degree of

importance the elementary principals placed upon additional information about each of the components presented. In order to establish whether significant statistical differences existed between (1) college course hours in reading and the importance assigned to the various components of reading, and (2) years of teaching experience in the elementary school with respect to the importance assigned to the various components of reading, Chi-square was employed to test the significance of the difference. To determine if significant statistical differences existed when the degree of importance assigned to the various components of reading were examined according to the gender of respondents, ANOVA was employed to test the significance of the difference.

In addition, the ten components presented in the opinionnaire on both the dimensions of "importance assigned role and responsibility" and "importance assigned to information desired" were determined by rank order, as well as percentage delineated for each component. Question 11 of Part II of the data was reported by percentage in order to determine the interest of elementary principals in further training which specifically combines reading and the role of the elementary principal.

CHAPTER IV

RESULTS OF DATA ANALYSIS

The purpose of this chapter is to present the data concerning the importance elementary school principals attributed to various reading components obtained from the opinionnaire, as well as to determine which of those reading components the elementary principals would like additional information. From the random sample of 234 Oklahoma elementary principals a total of 167 respondents (71%) were included in the final analysis of data. To present a more comprehensive ethnography, general data concerning the elementary principals in Oklahoma were presented and discussed. Following this information, each of the six questions addressed in this study was reported in the order originally presented in Chapter III.

From the total number of 167 respondents included in the data analysis, 139 (83%) were males and 28 (17%) were females. The administrative experience reported at the elementary principal level revealed a mean of 9.0 years with a range of 1-35 years. The mean for males was 9.8 years with a range of 1-35 years, and the mean for females was 5.0 years with a range from

47

1-30 years. In addition to the present position as elementary principal, 15 respondents (9%) had previously held the position of administrator at the junior high level, 6 (4%) had been middle school administrators, and 23 (14%) had formerly been high school administrators. An additional 8 respondents (5%) had held various administrative positions other than principal or assistant principal. Of those who reported administrative experience at other than the elementary level, 100% of those at the junior high level were males, 83% were males and 17% females at the middle school level, and 96% were males and 4% females at the high school level. The range of experience at the junior high level was 1-10 years, and the administrative experience of middle school administrators ranged from 1-4 years. The range of former high school administrators ranked second only to that of elementary principal, revealing a range of 1-20 years. Principals reporting other types of administrative experience ranged from 1-8 years in that respective role. A summary of the administrative experience of elementary principals in Oklahoma is presented in Table 1.

In addition to the administrative experience of the elementary principals, previous classroom teaching experience was also examined. The state laws of Oklahoma required that elementary school principals have two

TABLE 1

YEARS OF ADMINISTRATIVE EXPERIENCE
OF
OKLAHOMA ELEMENTARY PRINCIPALS

| ADMINISTRATIVE EXPERIENCE | MALE (N = 139) | | | FEMALE (N = 28) | | | TOTAL (N = 167) | | |
|---|---|---|---|---|---|---|---|---|---|
| | N | % | X̄ Yrs | N | % | X̄ Yrs | N | % | X̄ Yrs |
| ELEMENTARY | 139 | 100 | 9.80 | 28 | 100 | 5.07 | 167 | 100 | 9.01 |
| RANGE: 1 - 35 YRS | | | | | | | | | |
| JUNIOR HIGH | 15 | 11 | 0.31 | 0 | 0 | 0.00 | 15 | 9 | 0.26 |
| RANGE: 1 - 10 YRS | | | | | | | | | |
| MIDDLE SCHOOL | 5 | 4 | 0.12 | 1 | 4 | 0.04 | 6 | 4 | 0.10 |
| RANGE: 1 - 4 YRS | | | | | | | | | |
| HIGH SCHOOL | 22 | 16 | 0.78 | 1 | 4 | 0.04 | 23 | 14 | 0.67 |
| RANGE: 1 - 20 YRS | | | | | | | | | |
| OTHER | 7 | 5 | 0.21 | 1 | 4 | 0.14 | 8 | 5 | 0.20 |
| RANGE: 1 - 8 YRS | | | | | | | | | |

years of satisfactory teaching, supervisory, or administrative experience in an elementary school to become qualified for an elementary school administrator's certificate (School Laws of Oklahoma). The data reported by Oklahoma elementary principals revealed that 31 (19%) had no elementary classroom teaching experience. It should be noted, however, that 6 of the 31 did have middle school teaching experience, which may be interpreted as either elementary or middle school/junior high experience in terms of seeking administrative certification. The further analysis of these data by gender revealed that 30 (21%) of the 31 reporting no elementary classroom teaching experience were male, with an additional 13 (9%) of males reporting 2 or fewer years of elementary classroom teaching experience. One (4%) of the females reported no elementary classroom teaching experience, but had taught at the middle school level for 10 years. One (4%) female also reported two or fewer years of elementary classroom teaching experience.

In a further analysis of elementary classroom teaching experience, the data revealed that 15 males (11%) had teaching experience at the Kindergarten through third-grade (K-3) level, as did 15 females (53%). The K-3 classroom teaching mean for all male respondents was .44 years, and the mean for all female subjects was 5.35 years. For grades 4-6, 105 (75%) males had a mean of 6.12 years of experience, and 24 (85%) females reported

a mean of 6.57 years of experience. In addition, 54 (38%) of the males and 1 (4%) of the females reported experience at the junior high level. Only 6 males (4%) and 1 (4%) female reported middle school classroom experience The highest level of classroom teaching outside the elementary school for males was at the high school level, with 56 (40%) of the males reporting previous high school experience and only 2 (7%) of the females reporting similar experience. Extended results of classroom teaching experience are presented in Table 2.

Although college course hours in the area of reading were examined and statistically analyzed further in this chapter, examination of these data by undergraduate and graduate level, as well as by gender, provided additional information of interest. At the undergraduate level 17% of the males reported no college course hours in the area of reading. One (4%) female reported no undergraduate college course hours in reading, but had subsequently gained a master's degree in the area of reading. Of the 139 males in the study, 6% reported no college course hours in reading, whereas all females reported either graduate or undergraduate college course hours in reading. At the graduate level, an equal percentage of males and females (65%) reported college course hours in the area of reading. However, further examination revealed females had a substantially higher number of mean hours

TABLE 2

TEACHING EXPERIENCE
OF
OKLAHOMA ELEMENTARY PRINCIPALS

| TEACHING LEVEL | MALE (N = 139) | | | FEMALE (N = 28) | | | TOTAL (N = 167) | | |
|---|---|---|---|---|---|---|---|---|---|
| | N | % | X̄ YRS | N | % | X̄ YRS | N | % | X̄ YRS |
| K-3 | 15 | 11 | 0.44 | 15 | 53 | 5.35 | 30 | 18 | 1.26 |
| 4-6 | 105 | 75 | 6.12 | 24 | 85 | 6.57 | 129 | 77 | 6.20 |
| JR HIGH | 54 | 39 | 2.76 | 1 | 4 | 0.29 | 55 | 33 | 2.34 |
| MIDDLE SCHOOL | 6 | 4 | .15 | 2 | 7 | .39 | 8 | 5 | .19 |
| HIGH SCHOOL | 56 | 40 | 2.78 | 2 | 7 | .11 | 58 | 35 | 2.34 |

NOTE:  A total of 31 principals had no elementary classroom experience:
30 Males (21%) and 1 Female (4%)

A total of 45 principals had 2 yrs or fewer of elementary
classroom. teaching experience:
43 Males (30%) and 2 Females (7%)

at both the undergraduate and graduate level in the area of reading. As presented in Table 3, the mean number of college course hours in reading reported by females was 8 undergraduate hours and 8 graduate hours, for a total (female) mean of 16 hours of reading. The male subject had a mean of 6 undergraduate hours and 4 graduate hours in reading, with a total (male) mean of 10 hours of reading courses.

TABLE 3

COLLEGE COURSE HOURS IN READING
AS REPORTED BY
OKLAHOMA ELEMENTARY PRINCIPALS

| | MALE (N = 139) | | | FEMALES (N = 28) | | | TOTAL (N = 167) | | |
|---|---|---|---|---|---|---|---|---|---|
| | N | % | $\bar{X}$ HRS | N | % | $\bar{X}$ HRS | N | % | $\bar{X}$ HRS |
| UNDERGRADUATE HRS IN READING | 114 | 83 | 5.84 | 27 | 96 | 8.07 | 141 | 84 | 6.22 |
| GRADUATE HRS IN READING | 90 | 65 | 4.18 | 18 | 65 | 7.96 | 108 | 65 | 4.81 |

NOTE:   17% of MALES had no undergraduate course in reading
          4% of FEMALES had no undergraduate course in reading

          6% of MALES had never had a reading course
          0% of FEMALES had never had a reading course

## Data Analysis of Questions 1-6

The six major questions presented in this study will be presented in the order presented in Chapter III. The data were submitted to computer analysis and the proper statistical criteria applied for each question. Questions 1 and 2 were used to establish the rank according to the mean value of the ten components for reading for both the dimension of the principal's role and responsibility and additional information desired. Questions 3 and 4 sought to determine if a statistically significant difference existed between the value assigned the ten components on the opinionnaire and (1) the number of college course hours in reading, and (2) the number of years of classroom teaching experience, by use of Chi-square. To examine Question 5, an ANOVA was completed to determine if a significant difference existed in the importance assigned components of reading by elementary principals of differing gender. Question 6 was reported in percentage form and determined the extent of interest in training which related reading to the role of principal of the elementary school. Question 1:

What importance do elementary principals assign
to their role and responsibility concerning
various components of their reading . program
and in what order of importance?

Each of the ten components of reading stated in the opinionnaire from the dimension of the elementary principal's role and responsibility were ranked according to the mean value established for each of the ten components. Component 4 (Skills for evaluating teacher effectiveness in the teaching of reading) was ranked number 1, with a mean of 4.15. Component 8 (Leadership skills necessary to bring about positive change in reading instruction within the classroom) was ranked number 2, with a mean of 4.14. Component 3 (Knowledge of instructional methods in reading) was ranked number 3, with a mean of 4.02. These three highest-ranked components all have means above 4, which signified the component as being of "much importance" to the principals. These three items also dealt more directly than others with the actual quality of reading instruction in the classroom. Component 2 (Knowledge of reading materials and specific reading programs) was ranked number 4, with a mean of 3.95. Component 5 (Knowledge of Curriculum Development related to reading instruction) was ranked number 5, with a mean of 3.80. Component 10 (Skills necessary to provide effective in-service training for teachers of reading) had a mean of 3.72, which obtained the rank of 6. The rank of 7 was assigned to Component 7 (Knowledge of Testing and Assessment of reading development) with

a mean of 3.71. Component 9 (Knowledge of current research and successful programs in reading) received a rank of 8, with a mean of 3.69. The rank of 9 was assigned to Component 1 (Skills in enhancing parental and community knowledge about reading in the school), with a mean of 3.68. Component 6 (Skills in assessing special reading programs, such as Learning Disabilities, Emotionally Disturbed, Slow Learners) was ranked number 10, with a mean of 3.65. The means for all components were above the 3.5 level of importance, which suggested that principals considered their roles and responsibilities for each of the components of reading to be of "some" to "much" importance in their present reading programs. Table 4 presents a summary of these data.

Question 2 :

>Which components of the reading program do
>elementary principals in Oklahoma desire
>more information and in what order of
>importance?

Component 8 (Leadership skills necessary to bring about positive change in reading instruction in the classroom) was ranked number 1, with a mean of 4.14. Component 4 (Skills for evaluating teacher effectiveness in the teaching of reading) was ranked number 2, with a mean of 4.07. The rank of 3 was assigned to Component 3 (Knowledge of instructional methods of reading), with

TABLE 4

MEANS AND RANK ORDERS
FOR
ROLES AND RESPONSIBILITIES
REPORTED BY
OKLAHOMA ELEMENTARY PRINCIPALS

N = 167

| PRINCIPAL'S ROLE AND RESPONSIBILITY COMPONENT | RANK | MEAN | SD |
|---|---|---|---|
| 1. Skills in enhancing parental and community knowledge about reading in the school | 9 | 3.68 | .97 |
| 2. Knowledge of reading materials and specific reading programs | 4 | 3.95 | .83 |
| 3. Knowledge of instructional methods in reading. | 3 | 4.02 | .81 |
| 4. Skills for evaluating teacher effectiveness in the teaching of reading | 1 | 4.15 | .90 |
| 5. Knowledge of Curriculum Development related to reading instruction | 5 | 3.80 | .90 |
| 6. Skills in assessing special reading programs, such as Learning Disabilities, Emotionally Disturbed, Slow Learners | 10 | 3.65 | 1.00 |
| 7. Knowledge of Testing and Assessment of reading development | 7 | 3.71 | .96 |
| 8. Leadership skills necessary to bring about positive change in reading instruction within the classroom | 2 | 4.14 | .84 |
| 9. Knowledge of current research and successful programs in reading | 8 | 3.69 | .98 |
| 10. Skills necessary to provide effective in-service training for teachers of reading | 6 | 3.72 | 1.02 |

a mean of 3.98. A rank of 4 was assigned to Component 2 (Knowledge of reading materials and specific reading programs), with a mean of 3.92. Component 9 (Knowledge of current research and successful programs in reading) received a rank of 5, with a mean of 3.92. Component 5 (Knowledge of Curriculum Development related to reading instruction) was ranked number 6, with a mean of 3.89. Component 10 (Skills necessary to provide effective in-service training for teachers of reading) was assigned a rank of 7, with a mean of 3.87. The rank of 8 was assigned to Component 6 (Skills in assessing special reading programs, such as Learning Disabilities, Emotionally Disturbed, Slow Learners), with a mean of 3.77. Component 1 (Skills in enhancing parental and community knowledge about reading in the school) was ranked number 9, with a mean of 3.72. The tenth ranked, Component 7 (Knowledge of Testing and Assessment of reading development) had a mean of 3.68. As noted in the discussion of Question 1, all reading components were assigned an importance above the 3.5 level, indicating that principals would find additional information about all the components of reading to be of "some" to "much" importance. Table 5 summarizes these data about which components elementary principals would find additional information useful.

TABLE 5

MEANS AND RANK ORDERS
FOR
ADDITIONAL INFORMATION
DESIRED BY
OKLAHOMA ELEMENTARY PRINCIPALS

N = 167

| ADDITIONAL INFORMATION WOULD BE: COMPONENT | RANK | MEAN | S.D. |
|---|---|---|---|
| 1. Skills in enhancing parental and community knowledge about reading in the school | 9 | 3.72 | .86 |
| 2. Knowledge of reading materials and specific reading programs | 4 | 3.92 | .88 |
| 3. Knowledge of instructional methods in reading | 3 | 3.98 | .91 |
| 4. Skills for evaluating teacher effectiveness in the teaching of reading | 2 | 4.07 | .98 |
| 5. Knowledge of Curriculum Development related to reading instruction | 6 | 3.89 | .86 |
| 6. Skills in assessing special reading programs, such as Learning Disabilities, Emotionally Disturbed, Slow Learners | 8 | 3.77 | .90 |
| 7. Knowledge of Testing and Assessment of reading development | 10 | 3.68 | .98 |
| 8. Leadership skills necessary to bring about positive change in reading instruction in the classroom | 1 | 4.14 | .84 |
| 9. Knowledge of current research and successful programs in reading | 5 | 3.92 | .88 |
| 10. Skills necessary to provide effective in-service training for teachers of reading | 7 | 3.87 | 1.06 |

Question 3:

        Is there a statistically significant difference
in the importance assigned components of reading
when compared to the number of college course
hours in reading completed by elementary principals
in Oklahoma?

To test the significance of difference when the number
of college course hours in reading was compared to the
importance assigned the components of reading, Chi-square
was used to analyze the data. Only one of the ten components
of reading revealed a statistically significant difference.
Component 4 (Skills for evaluating teacher effectiveness
in the teaching of reading) when compared to the number
of college course hours in reading yielded a Chi-square
of 22.285, which was statistically significant at the
.05 level (12 df). It was of interest to note that
this component was ranked either first or second on
both dimensions of the opinionnaire (see Tables 1 and
2). Data obtained for this analysis were summarized
in Table 3 (College Course Hours in Reading) and Table
6 (Summary of Results of Reading Opinionnaire). Data
obtained for Table 6 were summarized from the computerized
array of frequencies and percentages, which is presented
in Appendix D.

Question 4:

        Is there a statistically significant difference
in the importance assigned to the components

of reading when compared to the elementary
classroom teaching experience of elementary
principals in Oklahoma?

To test the significance of difference when the number
of years of elementary classroom teaching experience
was compared to the importance assigned the ten components
of reading, Chi-square was used to analyze the data.
When a Chi-square was completed for each of the ten
components, none were found to be statistically significant
at the .05 level. Although Chi-squares were not significant
on the dimension of classroom teaching experience and
importance assigned reading components, differences
in classroom teaching experience relevant to gender
revealed some interesting differences in background,
as summarized in Table 2 and the discussion thereof.

Question 5:

Is there a statistically significant difference
in the importance assigned components of reading
by elementary principals of differing gender?

To test the significance of difference when the importance
assigned the ten components of reading were analyzed
by gender, ANOVA was employed. As summarized in Table
7, none of the differences found were significant.
The number of males included in the ANOVA was 139, and
the number of females included was 28, with 1 degree
degree of freedom.

TABLE 6

SUMMARY OF RESULTS

N = 167

| PRINCIPAL'S ROLE AND RESPONSIBILITY IS: | | | | | READING | ADDITIONAL INFORMATION WOULD BE: | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1-Not currently practiced<br>2-Of little importance<br>3-Of some importance<br>4-Of much importance<br>5-Of most importance | | | | | OPINIONNAIRE<br>FOR<br>OKLAHOMA<br>ELEMENTARY PRINCIPALS | 1-Unnecessary<br>2-Of little importance<br>3-Of some importance<br>4-Of much importance<br>5-Of most importance | | | | |
| 1 | 2 | 3 | 4 | 5 | | 1 | 2 | 3 | 4 | 5 |

**1.**

| | 1 | 2 | 3 | 4 | 5 | Skills in enhancing parental and community knowledge about reading in the school | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 6 | 9 | 50 | 69 | 33 | | 5 | 2 | 56 | 76 | 28 | N |
| % | 4 | 5 | 30 | 41 | 20 | | 3 | 1 | 34 | 46 | 17 | % |

**2.**

| | 1 | 2 | 3 | 4 | 5 | Knowledge of reading materials and specific reading programs | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 2 | 5 | 35 | 83 | 42 | | 2 | 9 | 32 | 81 | 43 | N |
| % | 1 | 3 | 21 | 50 | 25 | | 1 | 5 | 19 | 49 | 26 | % |

**3.**

| | 1 | 2 | 3 | 4 | 5 | Knowledge of instructional methods in reading | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 2 | 3 | 31 | 84 | 47 | | 4 | 6 | 29 | 78 | 50 | N |
| % | 1 | 2 | 19 | 50 | 28 | | 2 | 4 | 17 | 47 | 30 | % |

**4.**

| | 1 | 2 | 3 | 4 | 5 | Skills for evaluating teacher effectiveness in the teaching of reading | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 1 | 6 | 32 | 56 | 72 | | 4 | 8 | 27 | 62 | 66 | N |
| % | 1 | 4 | 19 | 34 | 43 | | 2 | 5 | 16 | 37 | 40 | % |

**5.**

| | 1 | 2 | 3 | 4 | 5 | Knowledge of Curriculum Development related to reading instruction | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 1 | 13 | 42 | 72 | 39 | | 2 | 5 | 44 | 74 | 42 | N |
| % | 1 | 8 | 25 | 43 | 23 | | 1 | 3 | 26 | 44 | 25 | % |

**6.**

| | 1 | 2 | 3 | 4 | 5 | Skills in assessing special reading programs, such as Learning Disabilities, Emotionally Disturbed, Slow Learners | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 7 | 11 | 47 | 70 | 32 | | 3 | 8 | 49 | 72 | 35 | N |
| % | 4 | 7 | 28 | 42 | 19 | | 2 | 5 | 29 | 43 | 21 | % |

**7.**

| | 1 | 2 | 3 | 4 | 5 | Knowledge of Testing and Assessment of reading development | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 2 | 5 | 35 | 83 | 42 | | 5 | 11 | 52 | 64 | 35 | N |
| % | 2 | 3 | 21 | 50 | 25 | | 3 | 7 | 31 | 38 | 21 | % |

**8.**

| | 1 | 2 | 3 | 4 | 5 | Leadership skills necessary to bring about positive change within the classroom | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 0 | 8 | 24 | 72 | 63 | | 2 | 5 | 21 | 78 | 61 | N |
| % | 0 | 5 | 14 | 43 | 38 | | 1 | 3 | 13 | 47 | 37 | % |

**9.**

| | 1 | 2 | 3 | 4 | 5 | Knowledge of current research and successful programs in reading | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 5 | 11 | 50 | 66 | 35 | | 2 | 7 | 39 | 74 | 45 | N |
| % | 3 | 7 | 30 | 40 | 21 | | 2 | 4 | 23 | 44 | 27 | % |

**10.**

| | 1 | 2 | 3 | 4 | 5 | Skills necessary to provide effective in-service training for teachers of reading | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | 6 | 11 | 47 | 62 | 41 | | 5 | 11 | 42 | 51 | 58 | N |
| % | 4 | 7 | 28 | 37 | 25 | | 3 | 7 | 25 | 31 | 35 | % |

TABLE 7

SUMMARY OF ANOVA
OF
GENDER AND PRINCIPAL'S ROLE AND RESPONSIBILITY

N = 167
Males = 139
Females = 28

| READING COMPONENT | DF | F VALUE | PR |
|---|---|---|---|
| 1. Skills in enhancing parental and community knowledge about reading in the school | 1 | 1.59 | .2097 |
| 2. Knowledge of reading materials and specific reading programs | 1 | 2.66 | .1047 |
| 3. Knowledge of instructional methods in reading | 1 | 1.88 | .1717 |
| 4. Skills for evaluating teacher effectiveness in the teaching of reading | 1 | 0.42 | .5178 |
| 5. Knowledge of Curriculum Development related to reading instruction | 1 | 1.51 | .2203 |
| 6. Skills in assessing special reading programs, such as Learning Disabilities, Emotionally Disturbed, Slow Learners | 1 | 0.32 | .5739 |
| 7. Knowledge of Testing and Assessment of reading development | 1 | 0.20 | .6591 |
| 8. Leadership skills necessary to bring about positive change in reading instruction within the classroom | 1 | 0.59 | .4804 |
| 9. Knowledge of current research and successful programs in reading | 1 | 1.00 | .3176 |
| 10. Skills necessary to provide effective in-service training for teachers of reading | 1 | 0.56 | .4534 |

Question 6:

Do elementary principals in Oklahoma report
an interest in participating in additional
training which is directly related to the
knowledge, skills, and evaluation of reading
in combination with their role as principal
of the elementary school?

The data obtained from the above question is arrayed
by number of subjects and percent of subjects responding
to each of three categories provided. Table 8 indicates
that a substantial number of subjects expressed an interest
in participating in training, such as workshops, seminars,
or college courses which combined the role of principal
with specific areas of reading. With 117 subjects (70%)
indicating an interest in such training, this high level
of positive response reiterated the high importance
placed upon the components of reading on both dimensions
of the principal's role and responsibility as currently
practiced, as well as the dimension of additional information
which elementary principals desired. An additional
46 subjects (28%) indicated they may be interested in
further training which combined the area of reading
and the role of the elementary principal. Only 4 (2%)
of the respondents indicated no interest in additional
training, with one principal explaining he would not
be interested because he would retire at the end of
the current school year.

TABLE 8

INTEREST IN ADDITIONAL TRAINING WHICH COMBINES
THE ROLE OF ELEMENTARY PRINCIPAL AND THE AREA OF READING

---

|           | YES | MAYBE | NO | TOTAL |
|-----------|-----|-------|-----|-------|
| PERCENT   | 70  | 28    | 2   | 100   |
| N         | 117 | 46    | 4   | 167   |

---

## CHAPTER V

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary

This study was designed to examine one aspect of instructional leadership and administrative responsibilities of elementary school principals: development of reading instruction and programs in the elementary school. The review of literature appeared to support the premise that principals were a vital force in providing improved reading instruction. This study examined the self-reported role and responsibility of elementary principals in Oklahoma which were related to the area of reading by means of an opinionnaire which presented ten components of reading to be rated by the elementary principals. The ten components were rated on two dimensions: the role and responsibility currently practiced by the principal for each component, and the components of reading which elementary principals desired additional information. Additional data concerning administrative experience, classroom teaching experience, college course hours in reading, gender, and interest in further training

which related the role of elementary principal to the area of reading were gathered to provide a more complete ethnographic view of the Oklahoma elementary principal, as well as answer the six major questions of this study.

1.    What importance do elementary principals assign to their role and responsibility concerning various components of their reading program and in what order of importance?

2.    Which components of the reading program do elementary principals in Oklahoma desire more information and in what order of importance?

3.    Is there a statistically significant difference in the importance assigned components of reading when compared to the number of college course hours in reading completed by elementary principals in Oklahoma?

4.    Is there a statistically significant difference in the importance assigned to the components of reading when compared to the elementary classroom teaching experience of elementary principals in Oklahoma?

5.    Is there a statistically significant difference in the importance assigned components of reading by elementary principals of differing genders?

6.    Do elementary principals in Oklahoma report an interest in participating in additional training which is directly related to the knowledge, skills, and evaluation of reading in combination with their role as principal of the elementary school?

From the random sample of 234 Oklahoma elementary principals a total of 167 respondents (71%) were included in the final analysis of data. Results are summarized, as follows:

1. On the five-point scale all ten components of reading yielded means above 3.5, which indicated that the role and responsibility currently practiced regarding each component was of "some" or "much" importance to the elementary principals. The three top-ranked components had means above the 4.0 level, which indicated that the component was of "much" importance to the principals. These three components were: (1) Skills for evaluating teacher effectiveness in the teaching of reading, (2) Leadership skills necessary to bring about positive change in reading instruction within the classroom, and (3) Knowledge of instructional methods in reading.

2. On the five-point scale all ten components of reading yielded means above 3.5, which indicated that additional information about the reading components would be of "some" or "much" importance to the elementary principals. The two top-ranked components had means above the 4.0 level, which indicated that these two components were of "much" importance to the principals. These two components were: (1) Leadership skills necessary to bring about positive change in reading instruction

in the classroom, and (2) Skills for evaluating teacher effectiveness in the teaching of reading.

3. To test the significance of difference when the number of college course hours in reading was compared to the importance assigned the components of reading on the dimension of the principal's role and responsibility, Chi-square was used to analyze the data. Only one significant difference existed for the component, "Skills for evaluating teacher effectiveness in the teaching of reading," which computed a Chi-square of 22.285, significant at the .05 level with 12 degrees of freedom.

4. To test the significance of difference when the number of years of elementary classroom teaching experience was compared to the importance assigned the ten components of reading on the dimension of the principal's role and responsibility, Chi-square was used to analyze the data. It was determined that no significant difference existed.

5. To test the significance of difference when the importance assigned the ten components of reading on the dimension of the principal's role and responsibility were analyzed by gender, ANOVA was applied. No significant differences were found.

6. When principals were asked if they would be interested in seminars or workshops which combined the role of principal with knowledge, skills, and evaluation

of reading instruction, 70% replied yes, 28% replied maybe, and 2% replied no.

Ancillary findings which proved valuable in achieving the purposes of this study, provided an ethnography of the Oklahoma elementary principal, and additionally, provided information helpful in establishing parameters of relevant training for elementary principals in the area of reading. These were as follows:

1. Of the 167 respondents included in the data analysis, 139 (83%) were males and 28 (17%) were females.

2. The administrative experience at the elementary principal level was a mean of 9.0 years, with a range of 1-35 years. Males had a mean of 9.0 years, with a range of 1-35 years and females had a mean of 5.0 years of experience, with a range of 1-30 years.

3. Of those principals who reported administrative experience at other than the elementary school level, 44 were males and 2 were females, with 15 (9%) of the males reporting junior high administrative experience, 5 (4%) reporting middle school administrative experience, and 22 (16%) reporting previous high school administrative experience.

4. A total of 30 (21%) males reported no elementary classroom teaching experience, as did 1 (4%) of the females, with an additional 13 (9%) males and 1 (4%) female reporting 2 or fewer years of elementary classroom teaching experience.

5.    The data revealed that males had a mean of 6 undergraduate college course hours in reading and 4 graduate college course hours in reading, for a total mean of 10 hours of reading.   Females obtained a mean of 8 undergraduate hours and 8 graduate hours for a total mean of 16 hours of reading.   At the undergraduate level 17% of the males reported no college course hours in the area of reading compared to 4% of the females. Of the 139 males in the study, 6% reported no college course hours in reading, whereas all females reported some hours in reading.

6.    Of the total respondents (167) 65% had completed graduate college course hours in the area of reading. The same percentage (65%) was obtained for both males and females from the data.

7.    The data appeared to corroborate the review of literature, particularly in the following areas: (1) a preponderance of males had previous administrative experience at other than the elementary level, (2) females reported more elementary classroom teaching experience than males, (3) females reported more college course hours in reading than males, and (4) although a majority of elementary classroom teachers were females, the majority of elementary principals were males.

8.    The review of literature supported use of information concerning elementary classroom teaching experience

and college course hours in reading as factors to be
included in the criteria for selection of elementary
principals.    In addition, the literature suggested that
evaluation of elementary principals include criteria
concerning the effectiveness of the principal's role
as the instructional leader of the reading program.  From the
examination of data collected in this study, these recommend-
ations from the literature appear to be well-founded.

## Conclusioins

Based on the findings of this study, the following conclusions were drawn:

1. The self-reported data gathered in this study supported the conclusions that elementary principals in Oklahoma considered their role as instructional leader and administrator important with respect to the area of reading.

2. The value placed upon additional information desired about the components of reading by the elementary principals may prove useful in determining future training for both presently employed and potential elementary principals in Oklahoma.

3. In comparing the highest ranked components of reading on both dimensions (principal's role and responsibility and additional information), elementary principals expressed the most interest in those components which dealt with the improvement of basic classroom instructional quality of reading.

4. The high positive response by elementary principals who were interested in seminars or workshops which related the role of the elementary principal with the knowledge,

skills, and evaluation of reading instruction indicated a need for establishing appropriate vehicles to provide such training.

5. Whether elementary principals had a broad or meager background in the area of reading, as measured by college course hours in reading, elementary classroom teaching experience, or gender, the majority recognized the importance of reading in the overall school curriculum, and this importance was reiterated by their desire for further information and training in the area of reading.

6. Although significant differences were not evident in the assignment of importance to the components of reading when analyzed by gender, elementary classroom teaching experience and college course hours in reading analyzed by gender revealed that females had more elementary classroom teaching experience, as well as more college course hours in reading. These variables may indicate that females were more prepared to act as instructional leaders in the area of reading than males.

7. The data reflected that 65% of all respondents had completed college course hours in reading at the graduate level, which further indicated an attempt by elementary principals to become more informed about the area of reading.

8. Selection and evaluation criteria for elementary principals should include measures for evaluating their effectiveness as instructional leaders in reading.

## Recommendations and Discussion

Based upon the findings of this study, the following recommendations are made:

1.    Colleges of education in the state of Oklahoma utilize the data derived from the opinionnaire about additional information desired by elementary principals in the area of reading to modify present college courses--or develop new courses--which deal more directly with the role of the elementary principal and the knowledge, skills, and evaluation of reading. If elementary principals are to act as effective instructional leaders in the area of reading, providing the necessary background for potential principals should be a priority of their training with the responsibility for providing that training shared by the Elementary Administration and Reading departments of the colleges of education.

2.    Colleges of education in Oklahoma and/or the Oklahoma State Department of Education utilize the data derived from this study to develop seminars and workshops to provide the information desired by principals who are currently part of the elementary administration

in Oklahoma public schools. If the interest in such seminars/workshops is genuine (70% of the elementary principals expressed a definite interest), the mechanics for providing such training in the area of reading should be devised, utilizing the present structures of the educational systems within the state of Oklahoma to increase the opportunities for such training.

3. Superintendents and Boards of Education consider the classroom teaching experience and college course hours in reading of potential elementary principals in the hiring procedures employed. Superintendents should also consider including evaluation of the elementary principal's effectiveness as instructional leader in reading in their overall evaluation procedures of administrators. Although this study did not indicate a difference in the degree of importance assigned components of reading and classroom teaching experience at the elementary level, nor college course hours in reading, the review of literature indicated that actual instructional leadership practiced by elementary principals did reflect a difference when measured on these dimensions.

4. Further studies be conducted which measure more directly the involvement and effectiveness of the elementary principal as instructional leader and administrator of the reading program. This study dealt only with self-reported information which indicated the importance elementary principals in Oklahoma assigned to various

components of reading and is, therefore, limited in providing information directly related to the actual effectiveness of the instructional leadership and administrative qualities of Oklahoma principals in the area of reading.

REFERENCES

Agar, M.  The professional stranger:  an informal
    introduction to ethnography.  New York:  Academy Press,
    1981.

Aldridge, T.  The elementary principal as an instructional
    leader for reading instruction (Doctoral dissertation,
    University of Missouri, 1973).  (University Microfilms
    No. 74-18, 457)

Anderson, R. H.  Improving your supervision skills.  NAESP
    Journal, 1979, 58, 42-45.

Austin, M., & Morrison, C.  The first R:  the Harvard report
    on reading in the elementary schools.  New York:  Mac-
    Millan Co., 1963.

Avery, P.  The obligations of school administrators to the
    reading program.  In T. Carlson, (Ed.), Administrators
    and reading.  New York:  Harcourt Brace Jovanovich, Inc.,
    1972.

Barnard, D., & Hetzel, R.  The principal's role in reading
    instruction.  Reading Teacher, 1976, 29, 386-388.

Berger, A., & Andolina, C.  How administrators keep abreast
    of trends and research in reading.  Journal of Reading,
    1977, 21, 121-125.

Betts, E.A.  Who shall teach reading?  The Reading Teacher,
    1962, 15, 409-411.

Blake, S.  Developing the leadership role:  a resource book
    for principals.  New York:  Bank Street College of
    Education, 1974.  (ERIC Document Reproduction Service
    No. ED114800)

Carlson, T.  (Ed.).  Administrators and reading.  New York:
    Harcourt Brace Jovanovich, Inc., 1972.

Chisholm, M.  The role of libraries, media centers, and
    technology in the reading program.  In T. Carlson
    (Ed.), Administrators and reading.  New York:  Harcourt
    Brace Jovanovich, Inc., 1972.

Cogan, M. L. <u>Clinical supervision</u>. Boston: Houghton Mifflin, 1973.

Conant, J. <u>Learning to read</u>. Princeton, N.J.: Educational Testing Service, 1962.

Cramer, R. V., & Domian, O. E. <u>Administration and supervision in the elementary school</u>. New York: Harper & Bros., 1960.

Dillman, D. <u>Mail and telephone surveys – the total design method</u>. New York: John Wiley & Sons, 1978.

Durkin, D. <u>Teaching them to read</u>. Boston: Allyn & Bacon, 1974.

Fech, E. B., & Micetitch, B. J. The principal's role in the reading program. <u>Paper presented at the 22nd annual meeting of the International Reading Association</u>, 1977. (ERIC Document Reproduction Service No. ED153195)

Fitzgerald, T. Increasing communication between administrators and reading personnel. <u>Reading Horizons</u>, 19773, <u>18</u>, 19-22.

Gehring, R. <u>An investigation of the Clark County, Nevada elementary school principals about the teaching of reading in the primary grades</u>. Unpublished doctoral dissertation. University of Colorado, 1977.

Gross, N., & Trask, A. <u>The sex factor and the management of the schools</u>. New York: John Wiley & Sons, 1976.

Harris, A. J. <u>How to increase reading ability</u> (5th ed.). New York: David McKay Co., Inc., 1970.

HB 1706, 37th Legislature of Oklahoma, 2nd Session (CH 284, OSL 1980). (A copy may be obtained from the Oklahoma State House of Representatives.)

Hoke, A. D. Administrative responsibilities for providing in-service training to develop sequential learning. In H. M. Robinson (Ed.), <u>Sequential development of reading abilities</u>. The University of Chicago Press, 1960.

<u>IRA News for administrators</u>, 1981, <u>1</u> (1), 1-2.

Jackson, S. The quest for reading programs that work. <u>Educational Leadership</u>, Dec., 1978, 168-170.

Jurata, G. Roles of central office reading personnel. In J. Nemeth (Ed.), <u>Reading Rx: better teachers, better supervisors, and better programs</u>. Newark, Delaware: International Reading Association, 1975.

Karlsen, B. Administrative leadership through research. In T. Carlson (Ed.), <u>Administrators and reading</u>. New York: Harcourt Brace Jovanovich, Inc., 1972.

Keller, E.   Stocking the principal's pantry.   NAESP Journal,
    1979, 58, 71.

Kottmeyer, W.   Making special provisions for disabled readers.
    In T. Carlson (Ed.), Administrators and Reading.   New
    York:   Harcourt Brace Jovanovich, Inc., 1972.

Krajewski, R.   Instructional supervision.   NAESP Journal,
    1979, 58, 69-70.

Krijcie, R.V., & Morgan, D.W.   Determining sample size for
    research activities.   Educational and Psychological
    Measurement, 1970, 30, 607-610.

Legare, T.   Evaluating educational programs when experimental
    design is inappropriate.   Educational Research Quarterly,
    1980, 5, 39-49.

Lozeau, G.   The role of the principal today.   NCA Quarterly,
    1977-78, 52, 335-340.

McHugh, W.   Successful practices in in-service training for
    the administrator and the reading teacher.   In P. C.
    Berg & J. E. George (Eds.), Highlights of the Pre-
    convention Institutes, Newark, Delaware:   International
    Reading Association, 1967, 23-32.

McHugh, W.   Stimulating professional staff development.   In
    T. Carlson, (Ed.), Administrators and reading.   New York:
    Harcourt Brace Jovanovich, Inc., 1972.

McNinch, G., & Richmond, M.   Teachers' perceptions of their
    principal's role in elementary school reading instruction.
    Reading World, 1977, 17, 55-63.

Madden, R.   Assessing the total reading program.   In T.
    Carlson, (Ed.), Administrators and reading.   New York:
    Harcourt Brace Jovanovich, Inc., 1972.

Miller, W.   What's wrong with in-service education?   It's
    topless!   Educational Leadership, 1977, 35, 31-34.

Morrison, C.   The role of the school principal.   In M. A.
    Dawson, (Ed.), Combining Research Results and Good
    Practice (Vol. 2, Pt. 2).   Proceedings of the Eleventh
    Annual Convention, International Reading Association,
    1967.

Oklahoma Educational Directory, 1980-81, Bulletin No. 110A. (Available from the Oklahoma State Department of Education.)

Ollila, L. (Ed.). Handbook for administrators and teachers - reading in the kindergarten. Newark, Delaware: International Reading Association, 1980.

Olson, J., Childs, J., & Hammond, J. The role of the administrator. In L. Ollila (Ed.), Handbook for administrators and teachers - reading in the kindergarten. Newark, Delaware: International Reading Association, 1980.

Otto, W., & Erickson, L. Inservice education to improve reading instruction. Newark, Delaware: International Reading Association, 1973.

Panchyshyn, R. An investigation of the knowledge of elementary school principals about the teaching of reading in the primary grades. Unpublished doctoral dissertation. University of Iowa, 1971.

Pharis, B. U. S. Principals: the inside story. NAESP Journal, 1979, 58, 45-48.

Putney, C. Public relations for reading. Journal of reading, 1977, 21, 153-158.

Rand Corporation. Reading progress linked to principals. Education U.S.A., 1976, 18, 290.

Rauch, S. The training and expertise of school personnel. In D. Shepherd, (Ed.), Reading and the elementary school curriculum. Newark, Delaware: International Reading Association, 1969.

Rauch, S. Administrator's guidelines for more effective reading programs. Journal of Reading, 1974, 17, 297-300.

Sanacore, J. Evaluating administrative performance in the school reading program. Journal of Reading, 1977, 20, 312-316.

Sanacore, J. Reading supervisors - teachers have needs. The Clearing House, 1977, 51, 17-21.

Sanacore, J. Reading leadership: an annotated bibliography. Journal of Reading, 1979, 22, 739-744.

Sax, G. Empirical foundations of educational research. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1968.

School Laws of Oklahoma. Oklahoma City, OK: The State Board of Education, 1963, Section 25, p. 25.

Scofield, S. Principals make a difference: the role they play in quality reading programs. OSSC Bulletin, 1979, 22 (10), 1-26. (ERIC Document Reproduction Service No. ED172360)

Sexton, S. An analysis of perceptions, policies, and procedures of elementary school administrators relative to reading instruction (Doctoral dissertation, University of Wyoming, 1976). (University Microfilms No. 76-24,733)

Sherwood, C. Reading and the elementary school principal. Research in education. Bureau of Education Research, School of Education, University of Mississippi, 10 (1), 1977. (ERIC Document Reproduction Service No. ED174944)

Smith, Carl B. with Carter, B., & Dapper, G. Reading problems and the environment: the principal's role. Newark, Delaware: International Reading Association, 1969.

Strang, R., & Lindquist, D. The administrator and the improvement of reading. New York: Appleton-Century-Crofts, Inc., 1960.

Strange, M. Considerations for evaluating reading instruction. Educational Leadership, Dec., 1978, 178-181.

Sweeney, F. Reading instruction and the elementary principal. The Reading Teacher, 1969, 22, 504-506.

Venezky, R., & Winfield, L. Schools that succeed beyond expectations in teaching reading. University of Delaware Studies on Education, Technical Report No. 1, Aug. 9, 1979. (ERIC Document Reproduction Service No. ED177484)

Why public schools fail. Newsweek, April 20, 1981, pp. 62-65.

Wittick, M. The needs of school personnel. In D. Shepherd (Ed.), Reading and the elementary school curriculum. Newark, Delaware: International Reading Association, 1969.

Wolcott, H. The man in the principal's office - an ethnography. New York: Holt, Rinehart & Winston, Inc., 1973.

Wolfe, E. V. New patterns in early childhood reading. In T. Carlson (Ed.), Administrators and reading. New York: Harcourt Brace Jovanovich, Inc., 1972.

Wurtz, B. J. Supervisory involvement of principals in the reading program (Doctoral dissertation, University of Wisconsin-Madison, 1975). (University Microfilms No. 76-8,615)

APPENDIX A

RESULTS OF PILOT STUDY

## RESULTS OF PILOT STUDY (PART I)

### ADMINISTRATIVE EXPERIENCE

    Elementary (16)*
        Range:  3-32 yrs
        Mean:   10.62 yrs
    Junior High(2)
        Range:  1-10 yrs
        Mean:   .68 yrs
    High School (5)
        Range:  4-10 yrs
        Mean:   2.37 yrs
    Other (3)
        Range:  2-7 yrs
        Mean:   .93 yrs

### TEACHING EXPERIENCE

    K-3 (2)
        Range:  2-5 yrs
        Mean:   .43 yrs
    4-6 (12)
        Range:  1-15 yrs
        Mean:   6.0 yrs
    Junior High (6)
        Range:  2-12 yrs
        Mean:   2.37 yrs
    Middle School - None
    High School (5)
        Range:  1-15 yrs
        Mean:   1.43 yrs
    Other (4)
        Range:  3-17 yrs
        Mean:   1.93 yrs

MALE:  14 = 87.5%
FEMALE: 2 = 12.5%

### COLLEGE COURSE HOURS IN READING

    Undergraduate:  Mean = 5.75 hrs (Range 3 - 12 hrs)
    Graduate:       Mean = 8.16 hrs (Range 0 - 20 hrs)

* One respondent did not return Part I of the survey; therefore the results report 16 total respondents for Part I and 17 respondents for Part II.

## RESULTS OF PILOT STUDY (PART II)

### RANK ORDER OF IMPORTANCE OF PRINCIPAL'S ROLE AND RESPONSIBILITY

| Rank | Reading Component |
|---|---|
| 1 | Leadership skills necessary to bring about positive change in reading instruction within the classroom. |
| 2 | Knowledge of instructional methods in reading. |
| 3 | Knowledge of reading materials and specific reading programs. |
| 4 | Skills necessary to provide effective in-service training for teachers. |
| 5.5 | Skills for evaluating teacher effectiveness in the teaching of reading. |
| 5.5 | Knowledge of current research and successful programs in reading. |
| 7 | Knowledge of Curriculum Development related to reading instruction. |
| 8 | Skills in assessing special reading programs, such as Learning Disabilities, Emotionally Disturbed, Slow Learners. |
| 9 | Skills in enhancing parental and community knowledge about reading in the school. |
| 10 | Knowledge of Testing and Assessment of reading development. |

### RANK ORDER OF AREAS IN WHICH ADDITIONAL INFORMATION IS DESIRED

| Rank | Reading Component |
|---|---|
| 1 | Leadership skills necessary to bring about positive change in reading instruction within the classroom. |
| 2.5 | Knowledge of instructional methods in reading. |
| 2.5 | Skills for evaluating teacher effectiveness in the teaching of reading. |
| 4.5 | Knowledge of reading materials and specific reading programs. |
| 4.5 | Knowledge of Curriculum Development related to reading instruction. |
| 7 | Skills in enhancing parental and community knowledge about reading in the school. |
| 7 | Skills in assessing special reading programs, such as Learning Disabilities, Emotionally Disturbed, Slow Learners. |

RANK ORDER OF AREAS IN WHICH ADDITIONAL INFORMATION IS DESIRED (Cont'd)

| Rank | Reading Component |
|------|-------------------|
| 7 | Knowledge of current research and successful programs in reading. |
| 9.5 | Skills necessary to provide effective in-service training for teachers of reading. |
| 9.5 | Knowledge of Testing and Assessment of reading development. |

---

If seminars or workshops were available which specifically combined the role of principal with knowledge, skills and evaluation of reading instruction, would you be interested?

Yes    14     82.35%

Maybe   3     4.66%

No     0     0.00%

APPENDIX  B

OPINIONNAIRE

PART I
READING
OPINIONNAIRE
FOR
OKLAHOMA ELEMENTARY PRINCIPALS

1. Please indicate your <u>administrative</u> experience.

   Elementary - _____yrs     Jr High - _____yrs     Middle School-_____yrs

   High School - _____yrs     Other - _____yrs

2. Please indicate your <u>teaching</u> experience. (Regular classroom experience)

   K-3 _____yrs 4-6_____yrs     Jr High - _____yrs     Middle School - _____yrs

   High School - _____yrs     Other - _____yrs (not regular classroom teacher)

3. Please indicate your sex.

   Male _____     Female _____

4. Please indicate the number of <u>college course hours</u> you have completed in the area of <u>reading</u>.

   _____hours (undergraduate)     _____hours(graduate)

The attached sheet (Part 2 of the Questionnaire) seeks specific information of the role you, as elementary school principal, have in the area of reading development.

As both administrator and instructional leader of an elementary school, it is not expected that you also be defined as a "reading specialist." However, with the legislative demands of HB1706, and the expectations of parents and community, your role as instructional leader does contribute greatly to the success of reading development within the school.

Please respond to all ten questions on both the <u>left</u> and <u>right</u> columns, the left indicating what is currently practiced in the school as part of your role of principal, and the right indicating which areas you would like to gain added information.

In both left and right columns, <u>1</u> indicates lowest importance and <u>5</u> indicates most importance.

Question number 11. is self-explanatory.

| PRINCIPAL'S ROLE AND RESPONSIBILITY IS: | READING | ADDITIONAL INFORMATION WOULD BE: |
|---|---|---|
| 1 - Not currently practiced<br>2 - Of little importance<br>3 - Of some importance<br>4 - Of much importance<br>5 - Of most importance | OPINIONNAIRE<br>FOR<br>OKLAHOMA ELEMENTARY PRINCIPALS | 1 - Unnecessary<br>2 - Of little importance<br>3 - Of some importance<br>4 - Of much importance<br>5 - Of most importance |

| | | |
|---|---|---|
| 1  2  3  4  5 | 1. Skills in enhancing parental and community knowledge about reading in the school. | 1  2  3  4  5 |
| 1  2  3  4  5 | 2. Knowledge of reading materials and specific reading programs. | 1  2  3  4  5 |
| 1  2  3  4  5 | 3. Knowledge of instructional methods in reading. | 1  2  3  4  5 |
| 1  2  3  4  5 | 4. Skills for evaluating teacher effectiveness in the teaching of reading. | 1  2  3  4  5 |
| 1  2  3  4  5 | 5. Knowledge of Curriculum Development related to reading instruction. | 1  2  3  4  5 |
| 1  2  3  4  5 | 6. Skills in assessing special reading programs, such as Learning Disabilities, Emotionally Disturbed, Slow Learners. | 1  2  3  4  5 |
| 1  2  3  4  5 | 7. Knowledge of Testing and Assessment of reading development. | 1  2  3  4  5 |
| 1  2  3  4  5 | 8. Leadership skills necessary to bring about positive change in reading instruction within the classroom. | 1  2  3  4  5 |
| 1  2  3  4  5 | 9. Knowledge of current research and successful programs in reading. | 1  2  3  4  5 |
| 1  2  3  4  5 | 10. Skills necessary to provide effective in-service training for teachers of reading. | 1  2  3  4  5 |

11. If seminars or workshops were available which specifically combined the role of principal with knowledge, skills and evaluation of reading instruction, would you be interested?

_____yes      _____maybe      _____no

APPENDIX C

LETTER TO OKLAHOMA ELEMENTARY PRINCIPALS
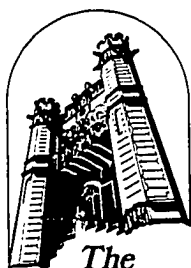
**The**
**University of Oklahoma** at Norman

College of Education

February 8, 1982

Dear Principal:

Knowing that you, as elementary school principal, are vitally
concerned with the reading achievement of your students, I
hope you will be interested in helping gather information about
the major concerns that you have in developing sound reading
programs in the elementary schools.

I am conducting this survey about the role of elementary
principals in reading instruction as part of my doctoral pro-
gram at the University of Oklahoma. My major goal is to help
provide elementary principals with a means of gaining more
information which they feel would be beneficial to the develop-
ment of sound reading programs.

With the passage of HB1706 and the present concern about
providing adequate instruction in reading, it seems more
emphasis should be placed on providing information and fund-
ing to help you, as the chief administrator and instructional
leader,in this vital area of reading instruction.

If you would complete the brief questionnaire that is enclosed
and return it to me in the self-addressed, stamped envelope,
I would be most appreciative. Results of this state-wide
survey will gladly be furnished to you upon its completion -
if you so request. Complete anonymity is, of course, assured.

Sincerely,

Nola J. Bedingfield

NJB/kl

Enc: Questionnaire w/env
     Information Sheet

APPENDIX D

ARRAY OF FREQUENCIES AND PERCENTAGES

## PRINCIPAL ROLES AND RESPONSIBILITIES

| ROLRES1 | ROLES AND RESPONSIBILITY 1 FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 6 | 6 | 3.593 | 3.593 |
| 2 | 9 | 15 | 5.389 | 8.982 |
| 3 | 50 | 65 | 29.940 | 38.922 |
| 4 | 69 | 134 | 41.317 | 80.240 |
| 5 | 33 | 167 | 19.760 | 100.000 |

| ROLRES2 | ROLES AND RESPONSIBILITY 2 FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 2 | 2 | 1.198 | 1.198 |
| 2 | 5 | 7 | 2.994 | 4.192 |
| 3 | 35 | 42 | 20.958 | 25.150 |
| 4 | 83 | 125 | 49.701 | 74.850 |
| 5 | 42 | 167 | 25.150 | 100.000 |

| ROLRES3 | ROLES AND RESPONSIBILITY 3 FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 2 | 2 | 1.198 | 1.198 |
| 2 | 3 | 5 | 1.795 | 2.994 |
| 3 | 31 | 36 | 18.563 | 21.557 |
| 4 | 84 | 120 | 50.299 | 71.856 |
| 5 | 47 | 167 | 28.144 | 100.000 |

| ROLRES4 | ROLES AND RESPONSIBILITY 4 FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 1 | 1 | 0.599 | 0.599 |
| 2 | 6 | 7 | 3.593 | 4.192 |
| 3 | 32 | 39 | 19.162 | 23.353 |
| 4 | 56 | 95 | 33.533 | 56.886 |
| 5 | 72 | 167 | 43.114 | 100.000 |

| ROLRES5 | ROLES AND RESPONSIBILITY 5 FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 1 | 1 | 0.599 | 0.599 |
| 2 | 13 | 14 | 7.784 | 8.383 |
| 3 | 42 | 56 | 25.150 | 33.533 |
| 4 | 72 | 128 | 43.114 | 76.647 |
| 5 | 39 | 167 | 23.353 | 100.000 |

# PRINCIPAL ROLES AND RESPONSIBILITIES

| ROLRES6 | ROLES AND RESPONSIBILITY 6 FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 7 | 7 | 4.192 | 4.192 |
| 2 | 11 | 18 | 6.587 | 10.778 |
| 3 | 47 | 65 | 28.144 | 38.922 |
| 4 | 70 | 135 | 41.915 | 80.838 |
| 5 | 32 | 167 | 19.162 | 100.000 |

| ROLRES7 | ROLES AND RESPONSIBILITY 7 FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 4 | 4 | 2.395 | 2.395 |
| 2 | 11 | 15 | 6.587 | 8.982 |
| 3 | 50 | 65 | 29.940 | 38.922 |
| 4 | 66 | 131 | 39.521 | 78.443 |
| 5 | 36 | 167 | 21.557 | 100.000 |

| ROLRES8 | ROLES AND RESPONSIBILITY 8 FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 2 | 8 | 8 | 4.790 | 4.790 |
| 3 | 24 | 32 | 14.371 | 19.162 |
| 4 | 72 | 104 | 43.114 | 62.275 |
| 5 | 63 | 167 | 37.725 | 100.000 |

| ROLRES9 | ROLES AND RESPONSIBILITY 9 FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 5 | 5 | 2.994 | 2.994 |
| 2 | 11 | 16 | 6.587 | 9.581 |
| 3 | 50 | 66 | 29.940 | 39.521 |
| 4 | 66 | 132 | 39.521 | 79.042 |
| 5 | 35 | 167 | 20.958 | 100.000 |

| ROLRES10 | ROLES AND RESPONSIBILITY 10 FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 6 | 6 | 3.593 | 3.593 |
| 2 | 11 | 17 | 6.587 | 10.180 |
| 3 | 47 | 64 | 28.144 | 38.323 |
| 4 | 62 | 126 | 37.125 | 75.449 |
| 5 | 41 | 167 | 24.551 | 100.000 |

## ADDITIONAL INFORMATION

### ADDITIONAL INFORMATION 1

| INFO1 | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|-------|-----------|----------|---------|-------------|
| 1 | 5 | 5 | 2.994 | 2.994 |
| 2 | 2 | 7 | 1.198 | 4.192 |
| 3 | 56 | 63 | 33.533 | 37.725 |
| 4 | 76 | 139 | 45.509 | 83.234 |
| 5 | 28 | 167 | 16.766 | 100.000 |

### ADDITIONAL INFORMATION 2

| INFO2 | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|-------|-----------|----------|---------|-------------|
| 1 | 2 | 2 | 1.198 | 1.198 |
| 2 | 9 | 11 | 5.389 | 6.587 |
| 3 | 32 | 43 | 19.162 | 25.749 |
| 4 | 81 | 124 | 48.503 | 74.251 |
| 5 | 43 | 167 | 25.749 | 100.000 |

### ADDITIONAL INFORMATION 3

| INFO3 | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|-------|-----------|----------|---------|-------------|
| 1 | 4 | 4 | 2.395 | 2.395 |
| 2 | 6 | 10 | 3.593 | 5.988 |
| 3 | 29 | 39 | 17.365 | 23.353 |
| 4 | 78 | 117 | 46.707 | 70.060 |
| 5 | 50 | 167 | 29.940 | 100.000 |

### ADDITIONAL INFORMATION 4

| INFO4 | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|-------|-----------|----------|---------|-------------|
| 1 | 4 | 4 | 2.395 | 2.395 |
| 2 | 8 | 12 | 4.790 | 7.185 |
| 3 | 27 | 39 | 16.168 | 23.353 |
| 4 | 62 | 101 | 37.125 | 60.479 |
| 5 | 66 | 167 | 39.521 | 100.000 |

### ADDITIONAL INFORMATION 5

| INFO5 | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|-------|-----------|----------|---------|-------------|
| 1 | 2 | 2 | 1.198 | 1.198 |
| 2 | 5 | 7 | 2.994 | 4.192 |
| 3 | 44 | 51 | 26.347 | 30.539 |
| 4 | 74 | 125 | 44.311 | 74.850 |
| 5 | 42 | 167 | 25.150 | 100.000 |

## ADDITIONAL INFORMATION

### ADDITIONAL INFORMATION 6

| INFO6 | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 3 | 3 | 1.795 | 1.796 |
| 2 | 8 | 11 | 4.790 | 6.587 |
| 3 | 49 | 60 | 29.341 | 35.928 |
| 4 | 72 | 132 | 43.114 | 79.042 |
| 5 | 35 | 167 | 20.958 | 100.000 |

### ADDITIONAL INFORMATION 7

| INFO7 | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 5 | 5 | 2.994 | 2.994 |
| 2 | 11 | 16 | 6.587 | 9.581 |
| 3 | 52 | 68 | 31.138 | 40.719 |
| 4 | 64 | 132 | 38.323 | 79.042 |
| 5 | 35 | 167 | 20.958 | 100.000 |

### ADDITIONAL INFORMATION 8

| INFO8 | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 2 | 2 | 1.198 | 1.198 |
| 2 | 5 | 7 | 2.994 | 4.192 |
| 3 | 21 | 28 | 12.575 | 16.766 |
| 4 | 78 | 106 | 46.707 | 63.473 |
| 5 | 61 | 167 | 36.527 | 100.000 |

### ADDITIONAL INFORMATION 9

| INFO9 | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 2 | 2 | 1.198 | 1.198 |
| 2 | 7 | 9 | 4.192 | 5.389 |
| 3 | 39 | 48 | 23.353 | 28.743 |
| 4 | 74 | 122 | 44.311 | 73.054 |
| 5 | 45 | 167 | 26.946 | 100.000 |

### ADDITIONAL INFORMATION 10

| INFO10 | FREQUENCY | CUM FREQ | PERCENT | CUM PERCENT |
|---|---|---|---|---|
| 1 | 5 | 5 | 2.994 | 2.994 |
| 2 | 11 | 16 | 6.587 | 9.581 |
| 3 | 42 | 58 | 25.150 | 34.731 |
| 4 | 51 | 109 | 30.539 | 65.269 |
| 5 | 58 | 167 | 34.731 | 100.000 |