

ELEMENTARY AND MIDDLE SCHOOL TEACHERS' PERCEPTIONS OF INSTRUCTIONAL TIME: IMPLICATIONS FOR SCHOOL ADMINISTRATORS

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ABSTRACT

Federal and state laws rely on multiple indicators to measure and improve student performance. However, inadequate attention has been directed at school climate as a means to improve student academic achievement even though there is a diverse body of research linking school climate to student achievement and academic performance. The specific purpose of this study is to examine elementary and middle school teachers' perceptions of the school climate dimensions of instructional time in an urban school district. Results indicated that while teacher groups purported an effective use of instructional time to collaborate, meet the needs of students, and non-instructional time, both groups of teachers feel that in order to optimize their time, more efforts should be made to minimize the required paperwork.

Keywords: Instructional Time, School Climate, Administrators.