

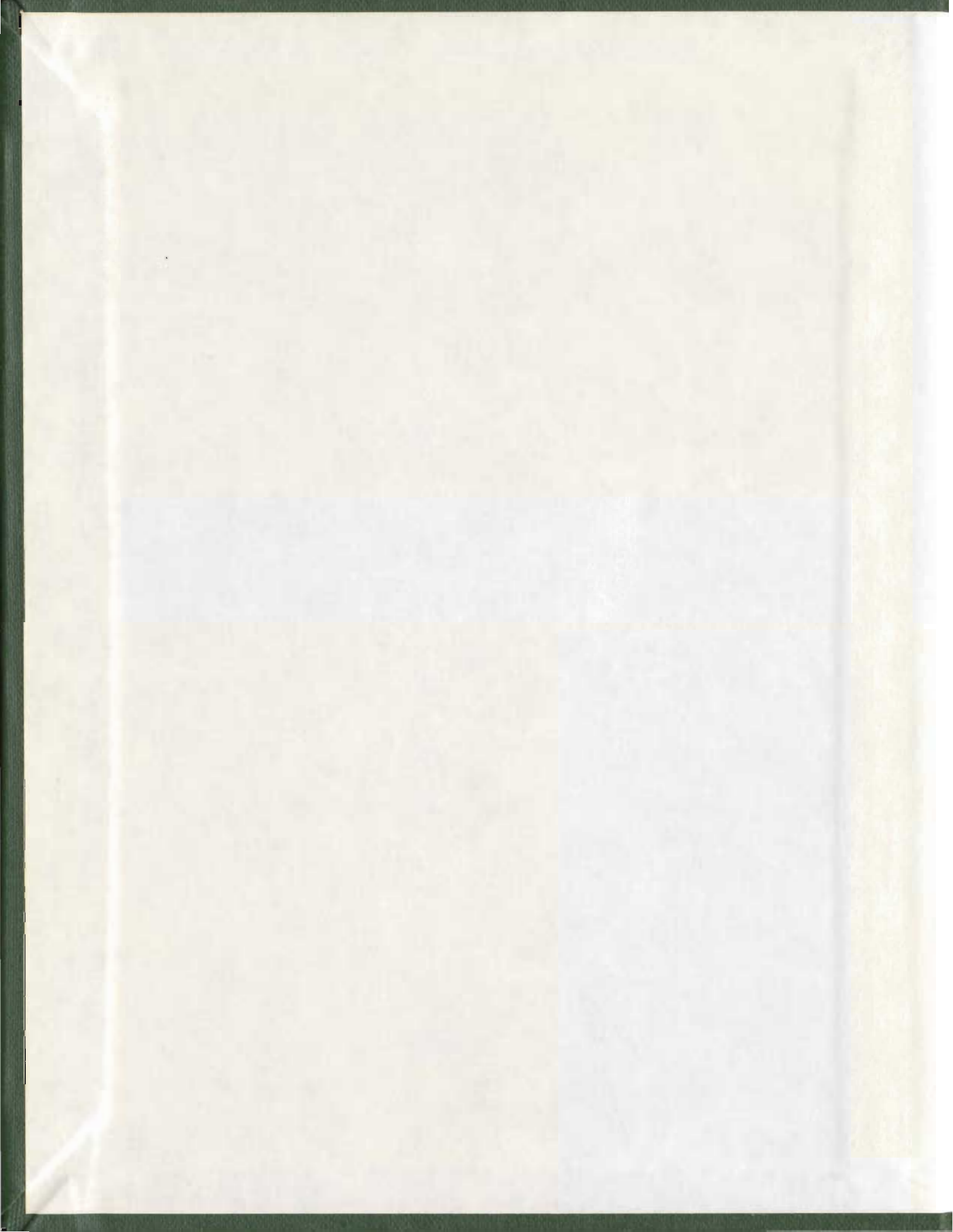
A STUDY OF SUPERVISORS  
ATTITUDES TOWARD  
CURRICULUM CHANGE IN  
SCHOOL DISTRICTS INVOLVED  
IN FUNDED CURRICULUM  
PROJECTS IN NEWFOUNDLAND

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A STUDY OF SUPERVISORS ATTITUDES TOWARD  
CURRICULUM CHANGE IN SCHOOL DISTRICTS  
INVOLVED IN FUNDED CURRICULUM PROJECTS  
IN NEWFOUNDLAND

A Thesis  
Presented to  
The Department of Curriculum and Instruction  
Faculty of Education  
Memorial University of Newfoundland

In Partial Fulfillment  
of the Requirements for the Degree of  
Master of Education



by  
W.W. Keith Ludlow  
November 1975

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

COMMITTEE ON GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Committee on Graduate Studies for acceptance, a thesis entitled "A STUDY OF SUPERVISORS ATTITUDES TOWARD CURRICULUM CHANGE IN SCHOOL DISTRICTS INVOLVED IN FUNDED CURRICULUM PROJECTS IN NEWFOUNDLAND" submitted by W. W. Keith Ludlow in partial fulfillment of the requirements for the Degree of Master of Education.

.....  
\_\_\_\_\_  
Supervisor

## ABSTRACT

The purpose of this study was to determine if there were significant attitudinal differences towards curriculum change between supervisors in school districts involved in funded curriculum projects and supervisors in school districts not involved in funded curriculum projects in the Province of Newfoundland. Twenty generalist supervisors in school districts where Project Atlantic Canada projects are being developed (PAC districts) were compared with twenty randomly selected generalist supervisors in districts where Project Atlantic Canada projects are not being developed (Non-PAC districts). More specifically the study attempted:

1. To determine whether there were significant differences between the attitudes towards curriculum change of supervisors within PAC districts and the attitudes of supervisors in Non-PAC districts.
2. To examine the effects of such variables as age, teaching experience, supervisory experience and professional preparation on attitudes towards curriculum change.
3. To determine which agents supervisors considered most and least important in facilitating curriculum change.
4. To determine which agents supervisors considered most and least important in inhibiting curriculum change.

The data in the study were obtained from a mail questionnaire and taped interviews.



Data collected from forty supervisors provided the necessary information used in the testing of the various hypotheses. Statistical procedures used to test these hypotheses included 't' test and 'F' ratios.

Analysis of the data revealed that there were significant attitudinal differences towards curriculum change between supervisors in school districts involved with Project Atlantic Canada and supervisors in districts not involved with Project Atlantic Canada.

Supervisors were classified on the basis of certain selected variables such as age, teaching experience, supervisory experience, and professional preparation. The findings indicated that personal and professional characteristics have little effect on the attitudes of supervisors towards curriculum change.

Analysis of data revealed that Project Atlantic Canada and Non-Project Atlantic Canada supervisors placed the teacher as the prime agent responsible for initiating curriculum change and the community leaders as the least important. Both groups ranked the school board as the most important agent that inhibited curriculum change while teachers and parents were considered least important.

Analysis of data from the interviews revealed that supervisors in both Project Atlantic Canada and Non-Project Atlantic Canada districts greatly favoured teacher initiative in curriculum development. They also felt that more communication was needed between the Department of Education, the N.T.A., Memorial University and the school personnel.



#### ACKNOWLEDGEMENTS

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## Chapter 1

### The Problem

#### Introduction

In recent years there has evolved a growing interest in change in education. It has been acknowledged that a major purpose of education today is to prepare students for rapid change in all facets of our society, social, economic, political and cultural. Curriculum programs must, therefore, be flexible and easily adapted by individual teachers to changing conditions in society at large and to the changing needs of students. Curriculum change must be a continuing determinant in the modern educational system.

One method of developing a more effective curriculum program is to have teachers participate in its development. Beauchamp (1968) pointed this out when he claimed that the curriculum could be more effective if teachers participated in its change and development. Anderson and Roald (1973) claimed that there is a trend today in this direction. They asserted that:

Teacher initiative in curriculum development is a rapidly burgeoning phenomenon. In Canada, the major impetus for this recent development has been the Canada Studies Foundation (p.1).

The establishment of the Canada Studies Foundation resulted from a desire among educators in Canada to improve the social studies curriculum. The desire was stimulated by the publication of What Culture? What Heritage? by A.B. Hodgetts in 1968. This report of the National History Project, in addition to criticising the high school teacher in Canada, contained a number of recommendations for the improvement of the curriculum as it per-

tained to Canadian studies. One of the outcomes of these recommendations was that a conference was held in Toronto in February, 1969 to study the possibility of establishing a foundation for the development of an adequate Canadian studies program. As a result of that conference, the Canada Studies Foundation was established in February, 1970. Smith (1970) maintained that it was the desire of those attending the conference that the foundation would promote cooperation among educators in different parts of Canada and amongst people at different educational levels.

One of the objectives of the foundation which is of importance and relevance to this study is the promotion of the development of Canadian curricula at the regional level. Such promotion involves the setting up of regional projects that are approved and funded by the Canada Studies Foundation. They involve classroom teachers at every stage of planning, development and implementation. One of the regional developments so funded is known as Project Atlantic Canada (PAC).

In 1972 a group of classroom teachers, Faculties of Education, officials from the Departments of Education, and teacher organizations from the Atlantic Provinces were asked by the Canada Studies Foundation to meet in Halifax to consider the possibility of establishing a regional curriculum project. The conference was chaired by Dr.G. Murphy, Faculty of Education, Memorial University. From this initial conference, four organizations were created to form a cooperative curriculum project known as Project Atlantic Canada. These organizations are the New Brunswick Canada Studies Project, Project des Francophones de l'Atlantique, the Nova Scotia-Prince Edward Island Project, and the Newfoundland-Labrador Project.



In Newfoundland there are five areas currently engaged in funded PAC projects: Labrador East, Exploits Valley, Bay St. George, Burin Peninsula and St. John's.

One of the most important principles of Project Atlantic Canada is its emphasis on classroom teachers as initiators and major developers of new curricula.

A number of problems have been associated with teacher initiated projects. One problem is concerned with the ability of teachers to participate in projects. In his study of Newfoundland teachers involved in Project Atlantic Canada, Grandy (1974) found that "one common obstacle was convincing administrators that it was possible for classroom teachers to develop teachable curriculum (p.3)." Miller (1972), in his analysis of the teachers who participated in Project Canada West, found that teachers perceived and reported barriers to curriculum development as conflicts with school administrators and curriculum directors over the role of the teacher in curriculum development. Gay (1966) also maintained that "the attitudes of administrators blocked teacher involvement in curriculum development (p.10)." Miller (1973) also stated that it might be claimed that a number of administrators have looked upon teacher involvement in curriculum development with a degree of resentment, since, in the past ten to fifteen years, curriculum development has been mainly directed by administrative personnel, consultants, and specialists in the disciplines.

With the present day realization that little improvement in the curriculum can take place without teacher participation, Meil (1946) maintained that changing the curriculum involves not only changing an

institution but changing people as well. Changing people demands changes in skills and knowledge and, perhaps more importantly, changing attitudes. Supervisors, consultants, administrators, and specialists must be prepared to change their beliefs and attitudes if effective curriculum change is to take place.

#### Statement of the Problem

The purpose of this study was to determine if there were significant attitudinal differences towards curriculum changes between supervisors in school districts involved in funded curriculum projects and supervisors in school districts not involved in funded curriculum projects. Supervisors in districts where Project Atlantic Canada projects are being developed by teachers and supervisors in districts where teachers are not involved in Project Atlantic Canada projects were asked to react to a questionnaire. The questionnaire was designed to:

1. determine the attitudes of supervisors towards curriculum change.
2. solicit opinions regarding the agents responsible for initiating curriculum change.
3. discover the agents which inhibit curriculum change.

The problem investigated was guided by the following questions:

1. Do supervisors in Project Atlantic Canada districts have more positive attitudes towards curriculum change than supervisors in other districts?
2. Do variables such as age, teaching experience, supervisory experience, and professional preparation have significant effects on attitudes of supervisors towards curriculum change?
3. Which agents do supervisors consider most important in facilitating and inhibiting curriculum change?
4. Which agents do supervisors consider least important in facilitating and inhibiting curriculum change?



## Hypotheses

The following null hypotheses were developed for this study:

1. There are no significant differences between the attitudes towards curriculum change of supervisors within Project Atlantic Canada districts, and the attitudes of supervisors in Non-Project Atlantic Canada districts.
2. There are no significant differences in the attitudes towards curriculum change of supervisors classified by age.
3. There are no significant differences in the attitudes towards curriculum change of supervisors classified by teaching experience.
4. There are no significant differences in the attitudes towards curriculum change of supervisors classified by supervisory experience.
5. There are no significant differences in the attitudes towards curriculum change of supervisors classified by professional preparation.

## Significance of the Study

There are several reasons why this study is significant at this time. First, it can provide valuable empirical data in the field of teacher initiated curriculum development. A review of research in Newfoundland education has revealed that very little work has been done in this area.

The supervisor as director or leader in curriculum development is faced with many new challenges, one of which is developing teacher initiative in curriculum development. He may meet this challenge more effectively if he is aware of how other supervisors view such an activity.

The findings of this study should have practical value for all those interested in local curriculum development. Empirical evidence of positive attitudes towards curriculum change by supervisors in districts where funded projects are being developed by teachers may strengthen the case for local curriculum development.

### Definition of Terms

The following meanings are attached to terms used for the purpose of this study.

Curriculum — refers to a plan for learning (Taba, 1962)

Curriculum change -- refers to modifications, deletions and additions to objectives, content and teaching strategies which make up the curriculum (Burke, 1971).

Curriculum development -- refers to the process of structuring the objectives, content and teaching strategies which make up the curriculum (Burke, 1971).

Non-PAC districts -- refers to educational districts in the Province of Newfoundland where teachers are not involved with Project Atlantic Canada.

PAC districts -- refers to educational districts in the Province of Newfoundland where Project Atlantic Canada projects are being developed.

Project Atlantic Canada (PAC) -- refers to curriculum development projects in New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland sponsored by the Canada Studies Foundation.

Supervisor -- refers to a professional educator employed by a school board in the Province of Newfoundland whose chief responsibility is the encouragement and supervision of curriculum and instructional development in all the primary, elementary and high school levels.



### Limitations

Several limitations, found in both the design and methodology of the study, may have influenced the results. The findings were restricted by the inherent reliability and validity of the instrument used; also, the conclusions from the findings of the investigation were limited by the population from which the sample was drawn.

Limitations were also imposed by the methods of responding to the questionnaires. It relied solely on highly subjective self-appraisal by the responding supervisors. Also, the fact that the curriculum attitude scale was developed from research conducted on a different population presented another restriction. Finally, it was impossible to determine if the response to any item was the result of a subject's supervisory experience, qualification, or both.

## Chapter 2

### A Review of Related Literature

This chapter presents a survey of the related literature on:

(1) teacher participation in curriculum development; and (2) the role of the supervisor in curriculum development.

#### Teacher Participation in Curriculum Development

The role of the teacher in curriculum development has been examined by Beauchamp (1968), Johanson (1965), Taba (1962), Anderson and Roald (1973) and others. Beauchamp (1968) concluded that:

Curriculum development will be improved because of the recency of experience of the teachers in classrooms and because teachers will be able to exert leadership in implementation (p.119).

In further general discussion of teacher involvement in curriculum development, Beauchamp made the following pertinent observations:

The theorist, or practitioner who debates and decides on this involvement should know beforehand the teacher-load problems that it carries in its wake. The conventional impression of the job of the teacher is that his sole responsibility is to develop instructional strategies and carry them out with his class or classes. One teacher realizes how strong this impression must be when one observes that teachers....spend almost the entire day in a classroom with pupils trying to carry out pre-determined instructional strategies. The development of the strategies must come outside of the ordinary school day. To think of involving teachers additionally in anything as complicated as a curriculum system...appears to be impossible. It is impossible unless ways and means for teachers to participate are found, and the principle ingredient...is time unencumbered by teaching responsibility...Consequently, the two big questions about this choice of involvement are whether one believes that classroom teachers should be involved in curriculum engineering and whether one is willing to develop the ways and means for doing so (p.119).



Johanson (1967) found the following regarding teacher participation in curriculum development and implementation:

1. Individual teacher participation in curriculum development in and of itself increases the likelihood of curriculum implementation.
2. The perception by teachers that they are influential in the curriculum decision-making process increases the likelihood of curriculum implementation.
3. The perception by teachers that the functional type of authority is influential in the curriculum decision-making process decreases the likelihood of curriculum implementation.
4. The perception by teachers that the hierarchical type of authority is influential in the curriculum decision making process decreases the likelihood of curriculum implementation (p.82).

Taba (1962) also stressed the importance of teacher participation in curriculum development when she claimed that with teacher participation the effectiveness of curriculum decision-making is greatly improved mainly because teachers give a new dynamic to curriculum development. Anderson and Roald (1973) further claimed that teachers should be involved in curriculum planning and one way of getting classroom teachers to participate is through such projects as the Canada Studies Foundation.

Teacher participation in curriculum development in the Canada Studies Foundation has been explored to some degree by Sabey (1973), Burke (1973), Miller and Dhand (1974), Anderson (1974), Grandy (1974). The findings and opinions of these authors point out that teacher participation in curriculum development in Project Canada West and Project Atlantic Canada has been to a large degree successful.

In writing of Project Canada West, Sabey (1973) stated the following:

The teachers diagnose the needs of their students, set the objectives for their teaching, research the sources of the intended learning outcomes and develop appropriate instructional materials and teaching processes to fit the instructions (p.13).

By doing the above, the teacher is involved in curriculum development from the planning stage to the implementation of the curriculum in the classroom.

Burke (1973) found that teachers involved in curriculum development in Project Canada West acted as change agents among fellow teachers and also participated in a wider range of professional activities after they became involved in the Project.

It appears that as teachers become involved in curriculum development their whole professional growth is affected. Miller and Dhand (1973) stated that the effects of teacher participation in Project Canada West resulted in wider reading of educational literature, development of greater self-confidence and the acquisition of new skills in communication.

In Project Atlantic Canada teachers were given freedom to develop curriculum ideas and most teachers involved thought the approach was a good one (Anderson, 1974). Since it was an unstructured approach, teachers thought it was a good way to get other teachers involved although it was recognized that guidance was needed. Grandy (1974) found that teachers who became involved in curriculum development in Project Atlantic Canada had more positive attitudes towards educational practices than teachers who had not been involved in Project Atlantic Canada. Reports such as those mentioned above from Project Canada West



and Project Atlantic Canada indicate strongly that teachers can develop curriculum and that such an endeavour is beneficial to everyone concerned with improving educational standards.

There appears to be substantial evidence to support the idea that if curriculum development is to be successful, well planned, and effectively implemented, the teacher must play a major role.

### The Teacher's Role

While the literature on research consistently views the teacher as an integral part of the process, Anderson and Roald (1973) claimed that the role of the classroom teacher has been mainly that of implementing a curriculum as set out by boards of education or curriculum directors. However, Burns (1966) maintained that in the last few years changes in education have made it possible for teachers to become involved in the decision making aspect of curriculum planning. Joyce (1971) suggested that perhaps part of the reason for the lack of real involvement by teachers has been the fact that educational institutions have failed to provide students with adequate training in research skills. Tabe (1962) too charged that teachers gained little or no knowledge of research skills from their pre-service training. Frost and Rowland (1969) have indicated that the basic objective of teacher education must be to expose future teachers to the largest possible number of alternatives for curriculum adaptation.

However, it is not always the fault of the educational institutions. Telfer (1969) concluded that school administrators who fail to recognize that staff involvement is essential to curriculum development are neglecting to provide an instructional program to meet the challenge



of the changing social, political, and economic order of modern times. This point has been taken further by Biddle and Green (1964) who carried out extensive studies of the teacher's role. They have stated that it is generally assumed that the teacher's role as seen by significant others is seen in the same way regardless of the position held.

In a similar vein, Blocker and Richardson (1963), reported that studies indicated that discrepancies between teacher attitudes and expectancies and actual conditions in the profession may contribute to teacher ineffectiveness. In a study related to teacher morale, Davis (1963) found that while the supervisor is very important to a teacher's morale, the congruity of perceptions and expectations of school boards and other teachers is no less important. Therefore, there appears to be some truth to Beauchamp's (1968) statement that teacher involvement in curriculum planning is not welcome by those who say that teachers are not qualified to make curriculum decisions; that only specialists in the various disciplines can do this job; that they should not be concerned with development but should concentrate upon being good instructional strategists.

However, Loux (1965) pointed out that it is very important that "the teacher remain the operational curriculum writer or developer and does not abdicate this role to absentee textbook publishers or supervisors" (p.267). It would appear that many people realize the complexity of the teacher's role. Bruner (1963), for example, stated that educators should place more emphasis on the qualifications and training of elementary school teachers. Ackerman (1964) also maintained that it is very important that teachers be kept informed of the latest developments in relation to new knowledge, understanding of children and

the learning process, and improved teaching procedures. Furthermore, if innovations in education are to be successful Brickall (1961) concluded that the teacher must be given substantial assistance.

Spear's (1959) conclusion regarding the role of the teacher in curriculum was that, "the teacher is the heart of the curriculum." This should be recognized in most school systems by the following practices:

1. Teachers participate in curriculum change.
2. A maximum number of teachers participate in study programs.
3. New programs that are developed are within the readiness-range of the teachers.
4. Instructional experimentation on the part of individual teachers is encouraged and supervised by administrators.
5. Teachers are active in the selection of instructional materials (pp. 104-105).

If the above practices are recognized, Anderson (1965) maintained that the teacher is certainly the most important figure in curriculum development. Saylor and Alexander (1966) emphasized that "the central personnel in curriculum planning is the teacher at work" (p.438).

Oliver (1966) sees the teacher as having a multitude of roles to play in curriculum development. He felt that the teacher will largely determine the success of the curriculum for the following reasons:

1. Teachers talk to teachers. A few teachers who have become involved in curriculum study will pass the word along to their co-workers much more effectively than will an administrative decree.
2. If the improved programme is to be based upon the needs and the concerns of the learners, teachers are in a position to be familiar with those needs and concerns.



3. In any faculty there will be considerable variation in experience and in competence. By drawing upon individual strengths the prôgram makers will have a potential for greater depth and broader perspective.
4. If curriculum improvement is envisioned as more than courses of study construction, participation affords an opportunity for the professional growth of the teacher. It is assumed that this personal growth will make the teacher a more effective user of the curriculum guides and materials.
5. Curriculum decisions are value judgements by someone; therefore, it is logical that these judgements be formulated in large part by those who will be operating under them; these are, especially, the classroom teachers (p.54).

### Factors Affecting Participation

Smith, Stanley and Shores (1957) maintained that:

A rigid vertical organization, in which policies and decisions are made at the higher levels and passed down to the lower levels, will restrain creativity and lead to conformity....The power in most schools is concentrated too much at the top for the development of any effective plan of curriculum development (p.466).

They also suggested that the teacher's apparent disinterest in such developments is probably the result of his being too involved with his daily tasks. Brickell (1961) noted that:

Faculties usually carry heavy responsibility for operating standard programs. Often overburdened with routine duties, they can rarely take their hands from the wheel of labor long enough to invent something better (p.64).

These statements represent general opinions concerning the kinds of factors which influence teacher participation in curriculum development. Many of the factors seem to have a negative or disheartening effect. Wallace (1970), for example, found that it is essential that time be made available to teachers if they are to successfully participate in curriculum development. He said:

All of the school administrators involved in the ERIC program made an initial committment; however, several under



the pressure of the school year, did not follow through. It was apparent to the consultant that without time, the teacher-leader could not function. The frustration expressed by the teacher-leaders in such a situation was tremendous (p.36).

Hough and Duncan (1972) also maintained that teachers are under pressure because "they are so bound by the suggested content and time schedule of their school system's course of study that they do not make the responsible professional decisions that they as teachers should make" (p.30).

Many reports relating to factors that affect teacher participation in curriculum development have formed the subjects of university research, a survey of which appears in the next section. However, factors of a more general nature which affect the decisions of teachers have been identified by Oliver (1966) as teacher turnover, supervisory and administrative practices, professional preparation, state or system impositions, professional organizations, and the personality of the teacher. Duncan (1973) also pointed out that "generally a teacher is not expected to develop curriculum. Nor does teacher preparation sufficiently involve the novice in curriculum development" (p.5).

Gay (1966) was one of the first to study the problem of factors which affect teacher decisions. He lists the following:

1. An inherent unwillingness to share.
2. Too much devotion to the school.
3. An unwillingness to involve non-teachers.
4. Over-anxiety about the feeling of peers and administrators toward innovation.
5. Feelings of personal adequacy.
6. Whether or not a teacher is a career teacher.
7. Ineffective leadership by curriculum experts.
8. Inability of colleges of education to offer constructive courses in curriculum work.

9. Lack of articulation of programs from one educational level to another.
10. Administrative and other teachers' attitudes.
11. The extent to which present conditions exist.
12. The availability of time to plan and the freedom to experiment (p.68).

#### Selected Recent Studies

The following studies deal with teacher participation including aspects of the teacher's role and factors which may or may not encourage teachers to participate in curriculum development. In a study which investigated the effect of selected professional relationships on the readiness of teachers for curriculum change, Terril (1969) found that teachers classified as being ready for change tended to be more outgoing and had a more positive relationship with the administrative personnel. Kline (1969) discovered that teacher perception of the behaviour of administrative personnel was related significantly to teacher implementation of curriculum change. Similarly, Reynolds (1970) reported that teachers look to teachers for encouragement in curriculum planning and administrators look to administrators.

Gilford (1964) reported on the effects of involving teachers in decision-making. His results revealed that the more teachers were involved in the decision-making process, the more positive were their attitudes toward their work. Recent studies (Anderson, 1974; Burke, 1973; Grandy, 1974; Miller, 1973; Noonan, 1974) have also shown that teacher participation, in curriculum matters resulted in more positive attitudes towards curriculum use and planning.



In a survey of teacher perceptions of barriers to curriculum change, Dempsey (1969) reported that formal education, age, teaching experience and sex were internal barriers to change, while time, inadequate relationship with other teachers and administrators, students, and parents were the external barriers. Miller (1973) also found that the multitude of perceived barriers was a strong deterrent to teacher participation in curriculum development.

Masse (1969), in a study of teachers in the French public school system in Quebec, concluded that one of the main causes of dissatisfaction was the lack of opportunity for teachers to get involved in curriculum development. According to McBeath (1969), many educators in Saskatchewan agreed that teachers should be involved in educational decision making. A study of Saskatchewan school teachers by Newton (1966) revealed that there was a general consensus on the need to involve teachers from the beginning in curriculum development.

In a study to determine if there was a relationship between the state of decisional participation existing among teachers and their levels of job satisfaction, Belasco and Alutto (1971) found that:

1. Teachers who are decisionally deprived reported a significantly lower level of satisfaction.
2. There is no significant relationship between either decisional equilibrium or decisional saturation and the level of teacher satisfaction.
3. The most satisfied teachers tend to be older, female, and teaching in elementary schools.
4. Teachers who reported a high level of satisfaction also reported lower job tension.
5. Teachers with a high level of satisfaction reported less militant attitudes (pp.50-54).

Stinnett (1970) reported similar studies, involving teacher participation and job satisfaction in curriculum planning.



Leiman (1961), in a study of teachers attitudes and morale as related to participation in curriculum development, found that:

1. Teachers who participate in school administration have higher morale than teachers who do not participate.
2. Teachers who participate in school administration have more positive attitudes toward their principals, toward their colleagues, and toward their pupils.
3. Teachers who participate in school administration have higher regard for themselves and for the teaching profession (p.4).

Johanson (1965) reported that the way teachers perceive the hierarchial type of authority decreases the possibility of teacher participation in curriculum development. Pullen (1955) found that the Ontario curriculum improvement program in which teachers were involved failed because administrative personnel were not adequately prepared for teacher participation in curriculum development.

#### The Role of the Supervisor in Curriculum Development

Rutrough (1970) pointed out that "the supervisor of instruction in a school system is a central figure in providing the needed leadership for curriculum development" (p.717). A review of literature shows that this important leadership position has evolved through a series of stages in educational supervision.

Parsons (1971), adopting the work of Wilson (1969), noted that "there are five distinct phases of supervision in spite of differing rates of diffusion and considerable overlapping of categories" (p.28).

They are:

1. The "institutional control" phase;
2. The "program definition" phase;
3. The "scientific management" phase;
4. The "human relations" phase;
5. The "institutional growth process " phase.

Each of these categories will be dealt with briefly, to show how the present supervisory role in curriculum development came into existence.

The "institutional control" phase. In this phase the top administrative personnel made most of the decisions related to curriculum matters; the supervisors were responsible for communicating the information to the teachers and evaluating their progress. The major concept associated with "institutional control" was that of inspection. Eye and Netzer (1965) pointed out that:

The function of "inspection" was to judge and the role did not exist to help the teacher. Because of this philosophy of inspection a rather stern and forbidding relationship between the supervisor and the supervised began to come into existence (p.5).

The "program definition" phase. The major weakness of the "institutional control" phase was that the supervisors were involved with the "inspection" of teachers' work or performance. In the "program definition" phase the administrative personnel still made the decisions regarding the curriculum but now they also defined those objectives and methods of teaching which they considered most appropriate for learning. The teachers were to follow these courses of study with nothing added and nothing deleted. With the development of new curriculum materials, the supervisor's role took on an added dimension. Wilson (1969) maintained that in addition to judging the teacher's work and use of materials, the supervisor was responsible for developing new methods to evaluate the outcome of these innovative curriculum materials. Thus the supervisor began to become more involved in the testing and evaluation aspect of curriculum.



The "program definition" phase might have been short lived had it not been for social developments in the mid twenties and early thirties which stressed the need for a more scientific approach to education.

The "scientific management" phase. Parsons (1971) stated that this phase of supervision followed the business philosophy which emphasized the finished product rather than the means of achieving it. According to this philosophy, teachers were regarded as instruments of production and should be closely supervised to ensure that they made proper use of the curriculum material prescribed by the top administrative personnel.

The role of the supervisor began to change to that of a helper and organizer. Lucio and McNeil (1962) stated that "the supervisor's main responsibility was supplying the teachers with detailed instructions and the materials and appliances to be used" (p.8). Teachers themselves made little or no decision regarding the curriculum. Taba (1962) found that courses of study produced by this type of curriculum development where teachers had very little impact, were often used ineffectively or not at all. Therefore, some reaction against the "scientific management" was soon to take place.

The "human relations" phase. This phase was in complete reaction to that of "scientific management" phase. Here the teachers were given a chance to voice their opinions as never before in the "institutional control", "program definition", and "scientific management" phases. Supervisors began to encourage teachers to participate in curriculum development and the role of the supervisor as leader in curriculum improvement began to emerge. Parsons (1971) stated:



The function of supervision then became that of establishing 'good' interpersonal and social relationships in a relaxing setting which, in some indefinite manner, was to improve instruction (p.30).

Therefore, with the establishment of a good rapport and a working relationship, the role of the supervisor in curriculum development took on added dimensions and a completely revised approach to the function of supervision was established.

The "institutional growth" phase. This phase assumes that teachers are professionals and are able to participate in all kinds of decision making. The role of the supervisor is to give encouragement to teachers so that they will participate in curriculum development.

Parsons (1971) maintained that:

The responsibility for developing and implementing educational change for the improvement of instruction will rest with the change agent, the supervisor (p.39).

### ✓ Supervision as Leadership in Curriculum Development

Clark (1957) maintained that:

The way in which effective leadership can best be offered depends in part on the role of the classroom teacher. The teacher has considerable freedom and responsibility in shaping the work of his classroom. The key person in helping to satisfy the expectations of the individual teacher is the supervisor (p.216).

If the individual teacher's expectations are to be satisfied, the supervisor must make the teacher more aware of new developments, provide some helpful teaching material or give solutions to some specific instructional problem. Ziolkowski (1965) also proposed that the supervisor "devise ways and means of encouraging the teacher to go beyond the minimum of performance required by the legal contract of employment" (p.2).

He further suggested that:

Teachers will improve their performance in the classroom if (a) they learn more about their subject and how it can be presented more effectively and (b) they become more highly motivated to use the abilities they already have. As a consultant the supervisor can promote an effective program of in-service education. He can be also instrumental in removing frustration and providing the stimulus to enable teachers to function at their professional best (p.1).

If the teacher is to grow professionally and play a more effective role in the classroom, the supervisor must become actively involved in curriculum development. Leighbody (1966) claimed that:

The supervisor plays his best part in curriculum development when serving as an organizer, leader, stimulator, team manager of a group of professionals who make major contributions to the curriculum (p.166).

The supervisor in a leadership role, if he is to serve as an organizer and team manager, should accept the decisions made by the teachers concerning curriculum changes and help them implement these changes in their classroom practices.

The supervisor's role with respect to curriculum development takes on an added significance when teachers are involved in curriculum change. The supervisor must provide guidance and encouragement for teacher participation. The effective supervisor does not serve as an official charged with standardizing the program and methods of teaching as seen in the various stages of the evolution of supervisor educational supervision but as a resource person, coordinator, service agent and consultant. Ruthrough (1970) suggested that he may even be characterized as "a group leader and human resource engineer" (p.21).

If teachers are to contribute successfully to curriculum development, the supervisor must help them to become aware of the present day



trends and encourage them to implement these trends in the classroom. Failure on the part of the supervisors to be leaders in curriculum development may be giving rise to increasing criticism of supervisory performance in our school system.

### Criticisms of the Supervisory Role

The role of the supervisor has been the subject of stringent discussion and criticism by professional educators in recent years. Cuban (1968) is one such critic who maintained that "the supervisor is irrelevant and is powerless to cope with the needs and concerns of teachers" (p.394). Therefore, as Bradfield (1964) stated, it can be understood why many teachers have a negative attitude towards supervisors and why they feel supervision is not helpful to them.

Esposito's (1971) main criticism of the supervisory position is that:

While it can be demonstrated that supervisors perceive curriculum development as an important dimension of the supervisory role, it cannot be demonstrated that most professional training programs for supervisors require or even encourage a curriculum component. In fact a small percentage of present supervisors have no more than superficial background in the study of curriculum development and design (p.133).

He further maintained that "if supervisors are to get teachers actively involved in curriculum development, they must perform the task of developing curriculum more frequently than they do at present" (p.134). Lack of professional preparation and performance are not the only faults of supervision.

Trask (1964) stated that "a sharp discrepancy appears to exist between the professional supervisory ideology, as it is reflected in textbooks, and professional experiences" (p.4). Although this discrepancy may exist, and supervisors may not be fully trained as curriculum

personnel, the research appears to suggest that there is some agreement as to the responsibilities which rightly belong to the supervisor. One of these responsibilities is leadership in the field of curriculum development.

If the primary role of the supervisor is leadership in curriculum development, it is evident from the literature that research should be undertaken to determine the attitudes of supervisors towards curriculum change and to establish whether the professional preparation of the supervisor has any significant effect on the role he plays in curriculum development.

### Summary

This chapter has surveyed part of the literature and research dealing with teacher participation, the role of the teacher in curriculum development and the tasks the teacher might engage in in performing that role. A number of factors which might encourage or discourage teacher participation in curriculum development have been discussed. Related literature dealing with supervision was also examined. It has been found that the role of the supervisor has evolved through a series of stages. It was concluded that the supervisor today must play an active role as leader or director in curriculum development.



## Chapter 3

### Method of Collection and Treatment of Data

Presented in this chapter is a description of the general methodology and the specific procedures used in this study. The data collection instrument is described and the methods of data analysis are outlined.

#### Methodology

The population for this study was the group of general supervisors who are employed by the various school boards in the Province of Newfoundland. A list of these supervisors was obtained from the Department of Education. The twenty general supervisors who represented the Project Atlantic Canada (PAC) districts were compared with twenty randomly selected general supervisors in Non-Project Atlantic Canada districts. In late May, 1975, a copy of the questionnaire was mailed to each of the forty general supervisors. A summary of the percentage of questionnaires returned by respondents is presented in Table 1.

After the respondents had returned the questionnaire, five supervisors from Project Atlantic Canada districts and five supervisors from Non-Project Atlantic Canada districts were randomly selected. Recorded interviews were conducted with the randomly selected supervisors as a follow up to the questionnaire.

#### Data Collection Instrument: The Questionnaire

The questionnaire for the present study is divided into three sections (see Appendix B). Part A has questions that are related to the personal and professional characteristics of the respondents. Part B is the Curriculum Attitude Scale development by Massey in 1973. Massey's

(1972) study involved the development of an attitude scale which, would adequately measure the attitudes of administrators towards curriculum change. Part C of the questionnaire refers to seven agents who are responsible for initiating curriculum change, and seven agents who are regarded as deterrents to curriculum change. These agents were selected from the related literature and refined by the panel of judges. Respondents were asked to rank the above agents according to the importance they attached to each agent.

To ensure content validity of the questionnaire, it was presented to six judges, two at Memorial University and four supervisors in four school districts in the Province of Newfoundland. An analysis of the judge's evaluation resulted in a revision of the instructions to the respondents and a refinement of Part C of the questionnaire.

A measure of reliability was obtained by using the split-half method. In this approach, a measure of reliability for a half test is found by correlating items of the two subtests, one usually consisting of the odd, and the other even numbered items. The correlation thus obtained represents the reliability coefficient of one half a test. In order to obtain the reliability of the entire test, the Spearman-Brown Prophecy Formula was applied (Ferguson, 1966, pp. 372-386). Using this method a reliability coefficient of 0.85 was obtained for the instrument used.



Table 1

## Tabulation of Questionnaire Returns

Questionnaires	PAC Supervisors		Non-PAC Supervisors	
	No.	% Total	No.	% Total
Returned by Respondents	20	100	20	100
Total Mailed	20	100	20	100

Methods of Data AnalysisTesting of Null Hypotheses.

Hypothesis 1: There are no significant differences between the attitudes towards curriculum change of supervisors within Project Atlantic Canada districts and the attitudes of supervisors in Non-Project Atlantic Canada districts.

The SPSSH Version 5.00 Computer program was used to test the significant differences between Project Atlantic Canada and Non-Project Atlantic Canada supervisors. That program tested the significant differences on scores obtained from the Curriculum Attitude Scale by the use of the 'T' test.

Hypothesis 2: There are no significant differences in the attitudes towards curriculum change of supervisors classified by age.

To test this hypothesis, the supervisors were divided into three age groups 25-34, 35-44 and 45-54. The above computer program was used to test for the significant differences between the groups by means of the 'F' ratio.

- Hypothesis 3: There are no significant differences in the attitudes towards curriculum change held by supervisors classified by teaching experience.
- Hypothesis 4: There are no significant differences in the attitudes towards curriculum change held by supervisors classified by supervisory experience.
- Hypothesis 5: There are no significant differences in the attitudes towards curriculum change held by supervisors classified by professional preparation.

The above null hypotheses were tested in a similar manner to that used in testing hypothesis two. Supervisors were divided into different groups based on variables such as teaching experience: less than four years, four to ten years, more than ten years; supervisory experience: less than four years, four to ten years, more than ten years; professional preparation: grade five without graduate courses, grade seven with a Master of Education degree. The 'F' ratio was used to test the null hypotheses.

Throughout the study, the critical level of significance was set at ninety-five per cent confidence interval.

Ranking of factors. The data from Part C of the questionnaire, containing the seven agents who assist curriculum change and seven agents who inhibit curriculum change, are presented in tabular form, and a descriptive analysis of the way Project Atlantic Canada and Non-Project Atlantic Canada supervisors ranked the agents is presented.

Interviews. The answers given by Project Atlantic Canada and Non-Project Atlantic Canada supervisors to the questions asked by the interviewer are presented in tabular form, and a descriptive analysis of the way Project Atlantic Canada and Non-Project Atlantic Canada supervisors ranked the agents is presented.



## Chapter 4

### Analysis of Data

The purpose of this chapter is to present an analysis of the data. The chapter is divided into three major sections:

- (1) an analysis of the data related to the five null hypotheses;
- (2) an analysis of the data related to the ranking of agents who assist and inhibit curriculum change; and (3) an analysis of the interview questions.

#### Analysis of the Data Related to Scores on the Curriculum Attitude Scale

In the treatment of the data related to the first null hypothesis, means were calculated for each of the two groups on the basis of scores obtained from the curriculum attitude scale.

Null hypothesis one - there are no significant differences between the attitudes toward curriculum change held by supervisors within Project Atlantic Districts and the attitudes held by supervisors in Non-Project Atlantic Canada Districts.

The data were subject to a 't' test in order to determine significant differences between the groups based on their attitudes toward curriculum change. The findings in table 2 show a 't' ratio of 3.42 which was significant at the .05 level of confidence; thus the null hypothesis was rejected.

Table 2

't' Test for Scores Obtained  
From the Curriculum Attitude Scale

Group	Number of Cases	Means	S.d.	df	't'
PAC	20	122.8	11.8	38	3.42*
Non-PAC	20	114.5	9.8		

\*significant at the .05 level of confidence

In the treatment of the data related to the null hypotheses two to five, analysis of variance was calculated for each of the four hypotheses, on the basis of scores obtained from the Curriculum Attitude Scale.

Presented in tables 3,4,5, and 6 are the results of the analysis of variances for the scores obtained from the Curriculum Attitude Scale of supervisors classified by age, teaching experience, supervisory experience and professional preparation. The within-group variance was large enough to result in a low 'F' ratio, consequently, null hypotheses two to five were not rejected



Table 3

Analysis of Variance for Scores Obtained  
From the Curriculum Attitude Scale  
of Supervisors Classified by Age

Source of Variance	Sum of Squares	df	Means Squares	F
Between Groups	686.3750	2	343.2	2.73*
Within Groups	4518.0625	36	125.5	

\*not significant at .05 level.

Table 4

Analysis of Variance for Scores Obtained  
From the Curriculum Attitude Scale  
of Supervisors Classified by Teaching Experience

Source of Variance	Sum of Squares	df	Means Squares	F
Between Groups	152.0625	2	76.03	.555*
Within Groups	5066.3750	37	136.92	

\*not significant at .05 level

Table 5

Analysis of Variance for Scores Obtained  
From the Curriculum Attitude Scale of  
Supervisors Classified by Supervisory Experience

Source of Variance	Sum of Squares	df	Mean Squares	F
Between Groups	91.63	2	45.82	0.331*
Within Groups	5126.81	37	138.56	

\*not significant at .05 level

Table 6

Analysis of Variance for Scores Obtained  
From the Curriculum Attitude Scale of  
Supervisors Classified by Professional Experience

Source of Variance	Sum of Squares	df	Mean Squares	F
Between Groups	123.25	1	123.25	0.919*
Within Groups	5095.19	38	134.08	

\*not significant at .05 level



### Ranking of Agents

The data in tables 7 and 8 show a distribution of the way Project Atlantic Canada and Non-Project Atlantic Canada supervisors ranked the seven agents that are responsible for initiating curriculum change as listed on the last page of the questionnaire (see Appendix B). The numbers refer to the frequencies and percentages of ranking the agents on a scale of one to seven as shown horizontally at the top of each table.

A table of ranking of this nature tends to be inconclusive because of the dispersal of frequencies. There are certain clusters of frequencies in each table however, to which attention should be drawn. Teachers are of prime importance as agents responsible for initiating curriculum change by both Project Atlantic Canada (40 per cent) and Non-Project Atlantic Canada supervisors (35 per cent) alike. Principals are also of prime importance having been ranked first by Project Atlantic Canada supervisors (40 per cent) and second by Non-Project Atlantic Canada supervisors (40 per cent). Supervisors were given a rank of three by both Project Atlantic Canada (35 per cent) and Non-Project Atlantic Canada supervisors (35 per cent). Both Project Atlantic Canada (60 per cent) and Non-Project Atlantic Canada supervisors ranked the superintendent fourth as an initiator of curriculum change. School boards and parents were given a rank of five and six by a large percentage of Project Atlantic Canada and Non-Project Atlantic Canada supervisors. Both Project Atlantic Canada (95 per cent) and Non-Project Atlantic Canada (70 per cent) supervisors gave the community leaders a rank of seven. In both groups the trend was from the teachers as the most important agents in initiating curriculum change, followed by principals, supervisors, superintendents, parents, school boards and the community leaders as the agents least important in

TABLE 7

Distribution of Ranking of Seven Agents Who  
Assist Curriculum Change by PAC Supervisors

Rank	1		2		3		4		5		6		7		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
School Board	0	0	1	5	0	0	1	5	6	30	1	55	1	5	20	100
Superintendent	1	5	1	5	1	5	12	60	4	20	0	0	1	5	20	100
Teachers	8	40	6	30	4	20	1	5	1	5	0	0	0	0	20	100
Parents	2	10	0	0	1	5	1	5	7	35	8	40	1	5	20	100
Supervisors	5	25	5	25	7	35	3	15	0	0	0	0	0	0	20	100
Principals	8	40	5	25	4	20	2	10	0	0	1	5	0	0	20	100
Community Leaders	0	0	0	0	1	5	0	0	1	5	1	5	1	85	20	100



TABLE 8

Distribution of Ranking of Seven Agents Who  
Assist Curriculum Change by Non-PAC Supervisors

Rank Agents	1		2		3		4		5		6		7		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
School Board	0	0	0	0	1	5	1	5	6	30	7	35	5	25	20	100
Superintendents	2	10	1	5	2	10	12	60	3	15	0	0	0	0	20	100
Teachers	7	35	3	15	6	30	2	10	2	10	0	0	0	0	20	100
Parents	0	0	1	5	0	0	3	15	7	35	8	40	1	5	20	100
Supervisors	5	25	7	35	7	35	0	0	1	5	0	0	0	0	20	100
Principals	6	30	8	40	4	20	2	10	0	0	0	0	0	0	20	100
Community Leaders	0	0	0	0	0	0	0	0	1	5	5	25	14	70	20	100

bringing about curriculum change.

The data in tables 9 and 10 show a distribution of the way that Project Atlantic Canada and Non-Project Atlantic Canada supervisors ranked the seven agents that are deterrents to curriculum change as listed in Part C of the questionnaire (see Appendix B). The numbers refer to the frequencies and percentages of the ranking of the agents on a scale of one to seven, as shown horizontally at the top of each table.

As in tables 7 and 8, the frequencies are very dispersed, but there are clusters of frequencies in each table. The clusters are concentrated in the middle and upper half of the seven-point scale. School boards were given a rank of three by 30 per cent of the Project Atlantic Canada and Non-Project Atlantic Canada supervisors. Memorial University was ranked four by Project Atlantic Canada (25 per cent) and Non-Project Atlantic Canada (35 per cent) supervisors. Principals were given a rank of five by Project Atlantic Canada (25 per cent) and Non-Project Atlantic Canada (40 per cent) supervisors. The N.T.A. was ranked six by 60 per cent of the Project Atlantic Canada supervisors. Supervisors, parents, and teachers were given a rank of six by a large percentage of Project Atlantic Canada and Non-Project Atlantic Canada supervisors. In both groups school boards were the agents classified as the prime deterrent to curriculum change, while the teachers were ranked the least deterrent to curriculum change.

#### Analysis of Interview Questions

In discussing curriculum changes that have occurred in their districts over the past three years, Project Atlantic Canada supervisors reported that the involvement of teachers in curriculum development



TABLE 9

Distribution of Seven Agents Who Inhibit  
Curriculum Change by PAC Supervisors

Rank	1		2		3		4		5		6		7		Total	
Agents	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
N.T.A.	0	0	1	5	0	0	0	0	12	60	4	20	3	15	20	100
School Board	2	10	4	20	6	30	4	20	2	10	2	10	0	0	20	100
Supervisor	0	0	0	0	2	10	1	5	4	20	9	45	4	20	20	100
Principals	0	0	4	20	4	20	4	20	5	25	2	10	1	5	20	100
Parents	4	20	0	0	4	20	2	10	0	0	8	40	2	10	20	100
Memorial University	1	5	2	10	2	10	7	35	1	5	2	10	5	25	20	100
Teachers	1	5	1	5	2	10	2	10	1	5	8	40	5	25	20	100

TABLE 10

Distribution of Ranking of Seven Agents Who Inhibit  
Curriculum Change by Non-PAC Supervisors

Rank	1		2		3		4		5		6		7		Total	
Agents	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
N.T.A.	0	0	1	5	3	15	3	15	5	25	7	35	1	5	20	100
School Board	4	20	3	15	6	30	1	5	1	5	2	10	3	15	20	100
Supervisors	2	10	2	10	1	5	1	5	2	10	8	40	4	20	20	100
Principals	2	10	3	15	0	0	1	5	8	40	1	5	5	25	20	100
Parents	4	20	2	10	4	20	4	20	0	0	5	25	1	5	20	100
Memorial University	4	20	1	5	3	15	5	25	5	25	0	0	2	10	20	100
Teachers	4	20	3	15	1	5	1	5	4	20	7	35	0	0	20	100



especially the Canadian Studies Foundation (C.S.F.) projects, was amongst the greatest change. The encouragement supplied by the administrative personnel to teachers and students helped them to rely less heavily on textbooks and textbook programs, and to get involved in developing their own curriculum. Also another change reported was the provision of planning days when teachers and administrative personnel could work on curriculum programs other than Canada Studies Foundation projects. Non-Project Atlantic Canada supervisors also reported many changes, but failed to mention the involvement of teachers in curriculum development.

Project Atlantic Canada supervisors reported that the criteria they would use in considering a successful change was the continuation of projects already developed by teachers. Even though Non-Project Atlantic Canada supervisors never mentioned teacher initiative in curriculum development, most of them reported that the best criterion of a successful change was the degree of acceptance of the change by both administrative personnel, teacher, parents and students.

All Project Atlantic Canada supervisors expressed positive attitudes regarding the success of the major curriculum change in their districts. They also expressed the view that more opportunities should be given teachers to become involved in curriculum change.

In discussing their influence on change in the district, all respondents reported that their main role had been one of providing leadership and encouragement to the people involved. All Project Atlantic Canada supervisors reported that teachers and administrative personnel made up the committees for the promotion of curriculum change. Two Non-Project Atlantic Canada supervisors mentioned that most of the work was done by the administrative personnel since most of the

teachers were reluctant to get involved. The majority (80 per cent) of the Non-Project Atlantic Canada supervisors discussed the involvement of teachers and administrative personnel on matters of curriculum change in their district.

Response to question: What factors, other than your own and the teachers' influence assist curriculum change in your district?

With the exception of one factor, the use of Canada Studies Foundation funds, supervisors in Project Atlantic Canada and Non-Project Atlantic Canada districts reported the same ideas.

Ten of the respondents maintained that the superintendent was one of the key factors responsible for change in their districts. Three respondents considered that the school board had some influence since the change could only be successfully implemented when it was supported by the school board. Ten respondents considered the principal as another key person responsible for initiating curriculum change. Other factors included community leaders, Department of Education and Canada Studies Foundation funds. Table 11 summarizes the responses to the above question.



TABLE 11

Factors other than Supervisors and Teachers  
that Initiate Curriculum Change in School Districts

Factors	No.
Department of Education	1
School Board	3
Superintendent	10
Principal	10
Community Leaders	1
C.S.F. Funds	5

Response to the Question: What factors, inhibit curriculum change in your district?

Both Project Atlantic Canada and Non-Project Atlantic Canada personnel gave the same factors. Table 12 lists the factors. Ten respondents indicated that lack of funds greatly hindered curriculum development in their districts. Eight respondents felt that the consultant from the Department of Education should help curriculum change in their districts without, such help change would not be so effective. Seven respondents considered that the conservative attitude of most communities inhibited curriculum change in their districts. Three Project Atlantic Canada respondents mentioned that one of the biggest factors was making administrative arrangements for release time in which the teacher could work on curriculum projects.



Table 12

Factors that Inhibit Curriculum Change  
in School Districts

Factors	No.
Lack of Funds	10
Department of Education	8
Administration of School System	3
Conservative Attitudes of the Community	7

Response to Question: How could the University play a more effective role in curriculum change in the Province?

There was no attempt to separate the responses to this question, since both Project Atlantic Canada and Non-Project Atlantic Canada supervisors reported the same ideas.

Table 13 lists ways the University could play a more effective role in curriculum change in the Province. Seven considered that the University should encourage prospective teachers to adopt a positive attitude toward curriculum research and development projects. Six maintained that the University should provide special curriculum development courses in selected subject areas. These courses would provide the student teacher with experience and then real practice in developing curriculum projects in the field. All respondents mentioned that the University should provide personnel to work with teachers and school administration personnel in an advisory and supportive capacity. All respondents reported that the University should set up a better communication system with school personnel regarding studies conducted by graduate students or university personnel. Eight respondents suggested that credits be given to teachers who complete curriculum projects in the field. Responses have been summarized in Table 13.



Table 13

Ways Memorial University Could Play  
a More Effective Role in Curriculum Change

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	No.
Encourage prospective teachers to adopt a positive attitude towards curriculum research	7
Provide special curriculum development courses in selected subject areas	6
Provide more personnel to work with teachers in the field	10
Improve communications with school personnel	10
Give credit for projects developed by teachers in the field	8

---

In discussing ways the N.T.A. could be more effective in curriculum change, both Project Atlantic Canada and Non-Project Atlantic Canada supervisors maintained that there should be more communication between the N.T.A. and the teachers so that they would be constantly aware of curriculum innovations. The supervisors also mentioned that more personnel are required, and recommended that more involvement by the local N.T.A. branch could provide leadership in establishing new innovations. Four of the Project Atlantic Canada supervisors mentioned that the N.T.A. should provide more financial aid and more encouragement to help the teachers, who are involved in specially-funded curriculum projects.

Response to Question: How could the Department of Education play a more effective role in curriculum change in the Province?

There was no attempt to separate the responses of this question, since both Project Atlantic Canada and Non-Project Atlantic Canada supervisors expressed the same view.

Table 14 lists various ways the Department of Education could play a more effective part in curriculum change in the Province. Eight respondents stated that the Department of Education should place more emphasis on research in fields of curriculum and instruction. Eight respondents also mentioned that better communication should be established between the Department of Education and the school board office; this would help school personnel to become familiar with the intentions of the Department regarding curriculum development. Eight respondents stated that the Department should make available a specific curriculum fund aimed at the encouragement of local curriculum development projects. Other ways the Department could play a more effective role would be to



provide more materials, make available more personnel to act in supportive and advisory capacities, allow more freedom to school boards, prepare materials to accompany a program of studies and enable more consultants to be readily available to those concerned. All responses have been summarized in Table 14.

Table 14

Ways the Department of Education Could  
Play A More Effective Role in Curriculum Change

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	No.
Greater willingness to accept suitable materials	8
Make available a specific curriculum development fund aimed at encouraging local curriculum development projects	4
More personnel in a supportive and advisory capacity	5
More research in the field of curriculum and instruction	8
Providing more resource materials	8
Better communication with school boards	8

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## Summary

This chapter has presented the statistical analysis of the data gathered by the questionnaire and the interviews in the study. The final result was that null hypothesis one was rejected at the .05 level of significance, while null hypotheses two to five were retained at the .05 level of significance.

In the ranking of agents who assist curriculum change, both Project Atlantic Canada and Non-Project Atlantic Canada supervisors ranked the teachers as of prime importance, while community leaders were considered least important. Also in the ranking of agents who inhibit curriculum change, both Project Atlantic Canada and Non-Project Atlantic Canada supervisors placed the school boards as the agent most responsible for inhibiting curriculum change, while teachers were ranked as the least important.

In the analysis of the interview questions, both Project Atlantic Canada and Non-Project Atlantic Canada supervisors expressed a positive attitude toward teacher initiative in curriculum development.

## Chapter 5

### Summary, Conclusions and REcommendations

This chapter presents a summary of the problem which was investigated, the methodology, instrumentation and the methods of data analysis. Findings revealed by the analysis of data are also examined and finally, general conclusions are drawn and recommendations for further research suggested.

#### Summary

The problem. The purpose of this study was to determine if there were significant attitudinal differences towards curriculum change between supervisors in school districts involved in funded curriculum projects and supervisors in school districts not involved in funded curriculum projects. The problem was guided by the following questions:

1. Do supervisors in Project Atlantic Canada districts have more positive attitudes towards curriculum change than supervisors in other districts?
2. Do variables such as age, teaching experience, supervisory experience, and professional preparation have significant effects on attitudes of supervision towards curriculum change?
3. Which agents do supervisors consider most important in facilitating and inhibiting curriculum change?
4. Which agents do supervisors consider least important in facilitating and inhibiting curriculum change?



Methodology. The views of twenty general supervisors who represented the Project Atlantic Canada districts were compared with those of twenty randomly selected general supervisors in Non-Project Atlantic Canada districts in the Province of Newfoundland.

Questionnaires were mailed in late May, 1975 and stamped self-addressed envelopes were enclosed so that the completed questionnaires could be forwarded directly to the investigator. This resulted in a return of forty questionnaires (100 per cent) as shown in table 1 on page 27. After the respondents had returned the questionnaires five supervisors from Project Atlantic Canada districts and five Non-Project Atlantic Canada districts were randomly selected. Recorded interviews were conducted with the randomly selected supervisors.

Instrumentation. The major data gathering instrument of this study was a questionnaire. The questionnaire had three major sections. Section A asked questions related to personal and professional characteristics. Section B contained the curriculum attitude scale. That instrument measured the attitudes of respondents towards curriculum change. Section C consisted of seven agents who are responsible for initiating curriculum change, and seven agents who are regarded as deterrents to curriculum change. Respondents had to rank each of those seven agents on a scale of one to seven.

Method of data analysis. The 't' test was used to test the null hypothesis one related to the significant difference between attitudes towards curriculum change of Project Atlantic Canada and Non-Project Atlantic Canada supervisors. One way analysis of variance was used to test null hypotheses two to five to determine if such variables as age, teaching experience, supervisory experience,

and professional preparation had any effect on the attitude scores of supervisors.

Frequencies and percentages of the ranking of seven agents who facilitate and seven agents who inhibit curriculum change were computed to determine which agents supervisors consider most important in facilitating and inhibiting curriculum change, and which agents supervisors consider least important in facilitating and inhibiting curriculum change.

Responses to the interview questions were descriptively analyzed.

Findings related to hypothesis one. Hypothesis one which states that there are no significant differences between the attitudes towards curriculum change of supervisors within Project Atlantic Canada districts and the attitudes of supervisors in Non-Project Atlantic Canada districts was tested and rejected. This appeared to indicate that where teachers are involved in curriculum development, supervisors generally favour the change more so than in areas where teachers are not involved in curriculum development.

Findings related to two to five. Hypotheses 2,3,4, and 5 were concerned with the attitude scores of supervisors classified on the basis of selected variables. All four hypotheses were accepted and the findings concluded that variables such as age, teaching experience, supervisory experience, and professional preparation have no significant effect on the attitudes of supervisory towards curriculum change.

Findings related to ranking of agents that assist and inhibit curriculum change. Both Project Atlantic Canada and Non-Project Atlantic



Canada supervisors placed teachers and principals as the prime agents responsible for initiating curriculum change. In both groups the trend was from the teacher, principal, supervisor, superintendent, parents, school board and community leaders, teachers being the most important agent and the community leaders the least important. There was little discrepancy in the ranking of agents who assist curriculum change between the Project Atlantic Canada and Non-Project Atlantic Canada supervisors.

Both Project Atlantic Canada and Non-Project Atlantic Canada supervisors ranked the school board as the prime agent responsible for inhibiting curriculum change. In the ranking of agents who inhibit curriculum change there was little discrepancy between the responses of Project Atlantic Canada and Non-Project Atlantic Canada supervisors.

Findings related to analysis of the interview data. Both Project Atlantic Canada and Non-Project Atlantic Canada supervisors greatly favoured teacher initiated curriculum development. Project Atlantic Canada supervisors reported that the major change in their districts was the development of curriculum by teachers involved with Project Atlantic Canada. Project Atlantic Canada supervisors also said that they had a closer relationship with teachers as a result of the teachers becoming involved in curriculum development projects. Both Project Atlantic Canada and Non-Project Atlantic Canada supervisors maintained that the superintendent was one of the key people responsible for change in their districts. Both groups thought that the N.T.A., Department of Education and Memorial University could work more on the local level and establish better communication with the school personnel.

## Conclusions

From the findings of this study, the following conclusions can be drawn regarding the attitude of supervisors towards curriculum change.

1. Since both Project Atlantic Canada and Non-Project Atlantic Canada supervisors reported that teachers should be involved in curriculum development and since Project Atlantic Canada supervisors have more positive attitudes towards curriculum change, there is a need for stronger communication between Project Atlantic Canada and Non-Project Atlantic Canada supervisors so that they become more aware of how teachers can participate in curriculum change. It is suggested that Project Atlantic Canada supervisors communicate more freely their experience in working with teachers who are involved with Project Atlantic Canada projects.

2. Since both Project Atlantic Canada and Non-Project Atlantic Canada supervisors reported that teachers should be involved in curriculum development, it is suggested that Project Atlantic Canada and related programs be extended to areas in the province where teachers are not actively involved in funded curriculum projects.

3. The four factors of age, teaching experience, supervisory experience and professional preparation had no significant effect on the attitude scores of supervisors. One might therefore conclude that curriculum change can take place in any school district regardless of the personal and professional characteristics of the supervisor.

4. All supervisors reported limited relationships between the school board and the Department of Education, N.T.A., and Memorial University. This leads one to believe that there is a need for greater communication between the administrative personnel in the school board districts and the above agencies.



5. The University needs to emphasize the importance of training in curriculum development for supervisors. Personnel with specialized training in curriculum development are usually available in larger districts, but in small systems the task usually falls to the general supervisor, and he needs to be prepared to handle it.

6. At the present time, centralized authority prescribes the program of instruction and the courses of study for the schools of this Province. While the Schools Act does make provision for curriculum changes and variations in the prescribed courses of study within a school system (An Act Respecting the Operation of Schools and Colleges in the Province, 1970, Section 12, Item g), there is little other motivation for school administrators and their teachers to become actively involved in curriculum development and instructional leadership.

Since all supervisors maintained a positive attitude towards curriculum change, increased opportunities should be provided for them to become more active through curriculum committees in the determination of goals and objectives in program policy-making and in in-service education for teachers.

#### Recommendations for Further Research

Some possible areas for further research are suggested by the findings of this study.

1. The present study has provided information about the attitudes of supervisors in Project Atlantic Canada districts. It is suggested that a study be undertaken to analyze a more specific pattern of behaviour of the supervisor in a particular Project Atlantic Canada district. Such a study would relate to the effectiveness, experience and qualifications of the supervisor through interview and observation

of the supervisor's attitudes towards teacher initiative in curriculum development. Furthermore, such a study may provide insight into how the supervisor and teacher cooperate or share decisions about curriculum change in school districts where funded projects are being conducted in this Province.

2. There is a need for community studies which involve parents, community leaders and local school board personnel. Such studies might bring about a consensus of thinking about what the school is offering and what it could offer. When such studies are properly carried out, they may serve the valuable purpose of involving those people in a task which leads them to assist curriculum change rather than oppose it.

3. The present study investigated the supervisor's ranking of agents who assist and inhibit curriculum change. A further study should investigate the need for curriculum change and the many agents who assist and inhibit change in selected school districts in Newfoundland.

4. There is a need for an investigation of the relationship between the attitudes of administrative personnel and the attitudes of teachers involved in curriculum development. Such a study may provide insight into the concept of cooperative approach to curriculum development.



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## APPENDICES



APPENDIX A  
CORRESPONDENCE

## COPY OF ORIGINAL LETTER

W.W. Keith Ludlow,  
Feild Hall,  
Queen's College,  
St. John's, Nfld.  
Canada

Dear Mr. Ludlow;

You have my permission to use Dr. E. Massey's questionnaire in your research as requested via telephone, May 20th, 1975.

Good luck in your study,

R. Richardson,  
Chairman,  
E. Massey's doctoral dissertation,  
A & M Texas University,  
Texas



## COPY OF ORIGINAL LETTER

Keith Ludlow  
Feild Hall  
Queen's College  
St. John's, Nfld.

May 20, 1975

Dear Supervisor,

As part of the requirements for the M.Ed. program in Curriculum and Instruction, I am conducting a study of the attitudes of Supervisors towards curriculum change. I would like to solicit your help in this respect.

The intention of the questionnaire is to obtain data relative to the attitudes of supervisors towards curriculum change. The purpose is not to evaluate the supervisor's effectiveness, but rather, to ascertain the degree to which supervisors favour curriculum change.

The study will involve a randomly selected number of supervisors within the various school boards of the province. Since the number is relatively small, a high percentage of return is most important.

The study is being conducted with the approval of the Department of Curriculum and Instruction, Faculty of Education at Memorial University.

No individual names or names of school districts are required. The findings will be published in summary form so that no one school district or person can be identified.

Your careful and prompt reply is essential to this study. You are asked to complete the enclosed questionnaire and return it in the self-addressed envelope provided. It is extremely important that every questionnaire be completed and returned as soon as possible.

As a follow up to the questionnaire ten supervisors will be randomly selected for the purpose of interviewing. In this connection I shall be travelling around the province during the early part of June. I would like to arrange a visit with the ten supervisors by telephone after the questionnaires have been received. Our meeting should not exceed one hour and will probably be considerably shorter.

I thank you, in anticipation for your help with this study.

Yours very truly,

Keith Ludlow

APPENDIX B

THE INSTRUMENTS



## ADMINISTRATIVE OPINION SURVEY INSTRUMENT

## SUPERVISORS

This form is composed of two parts: (1) Part I: some biographical data relative to you (the supervisor): (2) Part II: to find out what you think about curriculum change.

The data obtained from this questionnaire will be strictly confidential. Data received will not be used in any way to identify individual respondents. The numbers at the top of this page are for statistical analysis only.

## PART I

Please check the appropriate blanks in the places indicated.

1. Sex: .....(1) Male: .....(2) Female.

2. What is your age to the nearest year?

.....(1) 24 or under: .....(4) 35-39: .....(7) 50-54:  
 .....(2) 25-29: .....(5) 40-44: .....(8) 55-59:  
 .....(3) 30-34: .....(6) 45-49: .....(9) 60 or over

3. How many years of teaching experience do you have?

.....(1) 1-4 years: .....(4) 15-19 years:  
 .....(2) 5-9 years: .....(5) 20 years and over.  
 .....(3) 10-14 years:

4. How many years have you served as supervisor, including the present year?

.....(1) 1-4 years: .....(4) 15-19 years;  
 .....(2) 5-9 years: .....(5) 20 years and over.  
 .....(3) 10-14 years:

5. What are your academic and professional qualifications?  
 (Check more than one if necessary).

.....(1) No degree:  
 .....(2) B.A. (Ed.):  
 .....(3) B.A. or B.Sc.:  
 .....(4) B.Ed.:  
 .....(5) Other (Please specify):  
 .....(6) Graduate work in Curriculum and Instruction:  
 .....(7) Graduate work in area other than Curriculum and Instruction  
 (Please specify)

## PART II

The purpose of this questionnaire is to find out what you think about curriculum change in the public school.

## DIRECTIONS:

- a. READ each item carefully.
- b. DRAW A CIRCLE around one of the five numbers following each statement to show the answer you have selected.

5 = if you strongly agree

4 = if you mildly agree

3 = if you are not sure whether you agree or disagree

2 = if you mildly disagree

1 = if you strongly disagree

Curriculum change in public schools is . . .

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 1.  | a chance for the professional educator to meet a need.                                | 5 | 4 | 3 | 2 | 1 |
| 2.  | an opportunity for the staff to demonstrate its professionalism                       | 5 | 4 | 3 | 2 | 1 |
| 3.  | a threat to the esprit de corps of the staff  | 5 | 4 | 3 | 2 | 1 |
| 4.  | an expression of faith in the future of public education                              | 5 | 4 | 3 | 2 | 1 |
| 5.  | a tool for making education relative.   | 5 | 4 | 3 | 2 | 1 |
| 6.  | a necessary evil.   | 5 | 4 | 3 | 2 | 1 |
| 7.  | a chance for the staff to be creative.  | 5 | 4 | 3 | 2 | 1 |
| 8.  | an experience which may be looked upon with pride.                                    | 5 | 4 | 3 | 2 | 1 |
| 9.  | really a "drag" to all concerned.   | 5 | 4 | 3 | 2 | 1 |
| 10. | good as an in-service project.  | 5 | 4 | 3 | 2 | 1 |
| 11. | a means by which administrators may assert their authority.                           | 5 | 4 | 3 | 2 | 1 |
| 12. | bad because the transition period is uncertain.                                       | 5 | 4 | 3 | 2 | 1 |
| 13. | generally viewed by the board as an indication that things are not as they should be. | 5 | 4 | 3 | 2 | 1 |



14.	a task no one wishes to face.	5	4	3	2	1
15.	challenging to students.	5	4	3	2	1
16.	unpleasant because concise guidelines are not usually available.	5	4	3	2	1
17.	never a welcome task.	5	4	3	2	1
18.	busy work for staff.	5	4	3	2	1
19.	a rewarding experience.	5	4	3	2	1
20.	a means by which non-administrators try to get into the administrative field.	5	4	3	2	1
21.	not worth the effort.	5	4	3	2	1
22.	indicated by the changing values in education.	5	4	3	2	1
23.	a valuable opportunity for staff and students.	5	4	3	2	1
24.	a duty of the professional staff.	5	4	3	2	1
25.	good for student morale.	5	4	3	2	1
26.	often not related to the local setting.	5	4	3	2	1
27.	time well spent.	5	4	3	2	1
28.	good because change is good.	5	4	3	2	1
29.	apt to create more ill will than good will toward public education.	5	4	3	2	1
30.	indicative of a lack of confidence in the present administration.	5	4	3	2	1
31.	good for staff morale.	5	4	3	2	1
32.	apt to cause friction between staff and administration.	5	4	3	2	1
33.	gratifying.	5	4	3	2	1
34.	an unfortunate waste of time which could be spent in the perfection of the present curriculum.	5	4	3	2	1
35.	usually very enjoyable for the faculty.	5	4	3	2	1

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 36. challenging to teachers.   | 5 | 4 | 3 | 2 | 1 |
| 37. likely to create a feeling of doubt among patrons.                               | 5 | 4 | 3 | 2 | 1 |
| 38. an expression of lack of faith in traditional educational programs.              | 5 | 4 | 3 | 2 | 1 |
| 39. better than attempting to justify the outdated programs offered by most schools. | 5 | 4 | 3 | 2 | 1 |
| 40. preferable as an ongoing program.  | 5 | 4 | 3 | 2 | 1 |

Will you please rank order the following agents according to the importance you attach to them as to their responsibilities in initiating curriculum change. Simply place the figure 1 in the space to the left of the agent which you feel carries the primary responsibility for this task. Follow this with your second choice, then third, fourth, etc.

\_\_\_\_\_ School Board, \_\_\_\_\_ Superintendents, \_\_\_\_\_ Teachers

\_\_\_\_\_ Parents, \_\_\_\_\_ Supervisors, \_\_\_\_\_ Principals

\_\_\_\_\_ Community Leaders (other than educators)

Will you please rank order the following agents according to the importance you attach to them as deterrents to curriculum change in the public schools. Follow the same procedure used above.

\_\_\_\_\_ N.T.A., \_\_\_\_\_ School Board, \_\_\_\_\_ Supervisors

\_\_\_\_\_ Community Leaders (other than educators),

\_\_\_\_\_ Parents, \_\_\_\_\_ Memorial University, \_\_\_\_\_ Teachers



## INTERVIEW FORMAT

1. What are the curriculum changes that have occurred in your district over the past three years?
2. What criteria would you use in determining the success of a curriculum change?
3. How successful was change number 1, change number 2, change number 3, etc.?
4. What influence did you have in effecting number 1 change, number 2 change, number 3 change, etc..
5. What influence did teachers have in effecting change number 1, change number 2, change number 3, etc.
6. What factors other than your own and the teacher's influence assist curriculum change in your district?
7. What factors other than your own and the teacher's influence inhibit curriculum change in your district?
8. How could the N.T.A. play a more effective role in curriculum change in the Province?
9. How could the Department of Education play a more effective role in curriculum change in the Province?
10. How could the University play a more effective role in curriculum change in the Province?

# INTERVIEW REPORT

1. What are the curriculum changes that have occurred in your district over the past three years?
2. What criteria would you use in determining the success of a curriculum change?
3. How successful was change number 1, change number 2, change number 3, etc.?
4. What influence did you have in effecting number 1 change, number 2 change, number 3 change, etc.?
5. What influence did teachers have in effecting change number 1, change number 2, change number 3, etc.?
6. What factors other than your own and the teacher's influence assisted curriculum change in your district?
7. What factors other than your own and the teacher's influence inhibited curriculum change in your district?
8. How could the N.T.A. play a more effective role in curriculum change in the Province?
9. How could the Department of Education play a more effective role in curriculum change in the Province?
10. How could the University play a more effective role in curriculum change in the Province?













