A STUDY OF INFLUENTIAL AND EFFECTIVE SUPERVISORY ROLES
AS PERCEIVED BY THE SENIOR HIGH SCHOOL TEACHERS
OF NEWFOUNDLAND AND LABRADOR

RAYMOND JOSEPH CONDON

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A STUDY OF INFLUENTIAL AND EFFECTIVE SUPERVISORY ROLES

AS PERCEIVED BY

THE SENIOR HIGH SCHOOL TEACHERS

OF

NEWFOUNDLAND AND LABRADOR

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Ⓒ   Raymond Joseph Condon

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The undersigned certify that they have read, and recommend
to the Committee on Graduate Studies for acceptance, a thesis entitled
"A Study of Influential and Effective Supervisory Roles as Perceived by
the Senior High School Teachers of Newfoundland and Labrador" submitted
by Raymond J. Condon in partial fulfillment of the requirements for the
Degree of Master of Education.

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Supervisor

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Date . . . .

ABSTRACT

The function of persons occupying supervisory roles is to provide leadership to educational workers, for the purpose of improving the teaching-learning situation. Because of the importance of this function and because of the variety of positions that supervisors may occupy, it is important to consider how influential and effective the persons in these supervisory roles are in helping teachers to improve their work in the school or classroom.

The objective of this study was to determine teachers' perceptions of the effectiveness of influential supervisory roles in serving to improve teachers' behaviour with respect to the content, processes or outcomes of their work. It was hypothesized that teachers' perceptions of the influence and effectiveness of supervisory roles would be significantly related to such school and teacher variables as type of board, size of school, population of town, population of area served, sex, professional preparation and experience of the teacher. It was further hypothesized that the influence and effectiveness of the supervisor would decrease as the physical distance between supervisor and teacher increased.

Each of 300 teachers selected randomly from a population of 1102 senior high school teachers in the province of Newfoundland and Labrador rated the supervisory roles in his/her school system on influence and effectiveness. The ten roles perceived to be most effective were those of principal, vice-principal, subject department head, 'other teacher', guidance counselor, district superintendent,

board supervisor, coordinating principal, board specialist and personnel associated with the Faculty of Education, Memorial University. As hypothesized, teachers' perceptions of the effectiveness of these roles varied with type of board, size of school, population of town, population of area served, sex, professional preparation and training of the teacher. Over eighty per cent selected persons occupying the ten roles listed above as the most effective supervisors.

The implications of this study are very clear. Teachers regard those supervisors as influential and effective in improving classroom instruction who are closely associated with the teaching role. Persons in roles far removed from the teacher will not likely affect the behaviour of teachers regardless of their supervisory skills.

DEDICATED

to

Mom and Dad - Parents Extraordinary

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THE PROBLEM

Introduction

As school systems become more complex and are characterized
by programme diversification and specialization, supervisory roles
proliferate. The function of persons occupying these roles is to
provide leadership to educational workers, for the purpose of improving
the teaching-learning situation.[1] Because of the importance of their
function and because of the variety of positions that they may occupy,
the question arises -- How influential and effective are the persons in
these supervisory roles in helping teachers improve the content, proces-
ses and outcomes of their work?

The answer to this question is based in part on the perceptions
of the persons involved. The effective supervisor must be aware of the
teacher's perceptions of him as compared to his own perceptions of his
role.[2] If there is a wide divergence between how the supervisor
perceives his role and how the teachers perceive it, problems will
immediately arise. Lack of understanding and communication in such a

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[1]G. L. Parsons, "Teacher Perceptions of Supervisory Effectiveness:
An Analysis of Supervisory Roles in School Systems" (Unpublished
Doctoral Dissertation, University of Toronto, 1971), p. 3.

[2]Adolph Unruh and Harold E. Turner, _Supervision for Change and
Innovation_ (Boston: Houghton-Mifflin Co., 1970), p. 66.

situation will severely limit supervisory effectiveness.[3] Therefore, if supervisors are skillful and effective leaders, they will be sensitive to the perceptions and expectations of teachers.

This study will attempt to analyse teachers' perceptions of supervisory roles.

HISTORY OF SUPERVISION IN NEWFOUNDLAND

The evolution of the supervisory concepts and practices have differed significantly from area to area due to variations in organizational structure, prevailing social and economic conditions and differing value systems.[4] In Newfoundland with its denominational school system, its poor economy, and its sparse and widely scattered population, this evolution has been a slow process. Only since the recent reorganization of education at both Board and Departmental level have many of the present day roles emerged.

However the date of the first governmental attempt at educational supervision--with the appointment of Inspectors in 1843--compares favourably with the date of similar advances in Upper Canada and the United Kingdom. It is worth noting that this does not represent the real beginning of inspection in Newfoundland, for the several societies active in education had adopted the practice of having some person (usually a clergyman) who visited schools and made periodic reports to "headquarters", giving his opinion on the quality of the work and offering

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[3]Ibid., p. 15.

[4]Parsons, p. 28.

suggestions and recommendations. These efforts had several basic weaknesses—they were not systematic, nor were they ordinarily performed by professional educators.[5]

The Act of 1843 created separate boards for Roman Catholics and Protestants and divided the education grant between both groups. However, rather than providing each board with its own inspector, the government of the day devised a scheme whereby a Roman Catholic and a Protestant inspector would do the work of visiting all schools in alternate years.[6]

This continued until 1853, when provisions were made for two inspectors, one Roman Catholic and one Protestant. These inspectors visited the schools and reported annually to the Department of Education upon the state of the schools, the character and description of the teachers and the proficiency of the students.[7]

The next major change in inspection was introduced in 1876. With a full denominational system now instituted, the need for greater denominational supervision became apparent. This, the new Act attempted to provide by the appointment of three superintendents of Education— one to represent each of the three denominations at that time (Roman Catholic, Church of England and Methodist).[8]

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[5]F. W. Rowe, _The Development of Education in Newfoundland_, (Toronto: The Ryerson Press, 1964), p. 137.

[6]_Ibid._, p. 138.

[7]_Ibid._

[8]F. Buffett, "A Study of Existing and Desired Supervisory Practices in Newfoundland" (unpublished Doctoral dissertation, Boston University School of Education, 1967), p. 22.

Little change appears to have been made in this system until 1916, when assistant superintendents were appointed to the major denominations and provision made for special inspectors.[9]

The 1920 Act was the first legislation to approach the problem of inspection in a professional way. It made provision to separate administration and inspection; it showed an appreciation of the growing trend away from inspection and towards supervision and it recognized the need of professional personnel for the latter function.[10] Basic qualifications for the supervisory personnel included eight years' teaching experience and a first-grade teaching certificate. However, due to the economic troubles then plaguing Newfoundland, these provisions were not enacted until 1935, when, partially as a result of the attractive salaries offered, some of the most capable teachers, often with academic and professional qualifications beyond the minimum requirements, were drawn into the supervisory services. By 1935 then, the number of supervisors had increased from twelve to twenty-two.[11]

The mid-fifties saw several important changes in supervisory services as the trend to centralization resulted in the evacuation of small isolated communities and the concentration of population in larger towns and villages. A direct effect of centralization was the phasing out of many small schools and the province-wide construction of Central and Regional High Schools. Thus, the new role of Supervising Principal

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[9] Ibid., p. 23.

[10] Rowe, p. 145.

[11] Ibid.

emerged in 1955. In theory, these supervising principals of regional and central high schools were responsible for the supervision of "feeder" schools in their systems. The acceleration of the centralization programme, the allocation of funds for school bus transportation and the construction of new and improved highways resulted in still greater consolidation of school systems. This in turn, led in 1962, to further concessions--one of these was "the appointment of from one to three teachers (depending on the size of the system) with the salary status of Vice-Principal, whose entire function was to supervise the "feeder" schools."[12]

This system of supervision continued until the implementation of some of the recommendations of the Report of the Royal Commission on Education and Youth, when the Government enacted the Education Act, 1968, and the Schools Act, 1969. These Acts resulted in the reorganization of the Department of Education along functional lines and the amalgamation of school boards so that several hundred small boards were replaced by thirty-five large school districts. The complexity of the school system seemed to necessitate the emergence of many additional supervisory roles. This process is still evolving and though many boards now have the services of supervisors, consultants and specialists, there remain boards which, due to paucity of funds, small school population or relative isolation, are yet without such services. Further consolidation, increased educational budgets and the availability of additional personnel will help these districts to avail of such services in the future if so

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[12]Ibid., p. 147.

desired.

In summary, there exist in Newfoundland today many supervisory roles--some, common to the entire province, others, presently available only in certain regions. These supervisory roles include--within the school--the Principal, the Vice-Principal, and Subject Department Head, the Guidance Counsellor, and 'other teacher'; within the district--the District Superintendent, the Assistant District Superintendent, the District Supervisor, the Curriculum Specialist and the Supervising or Coordinating Principal; at the Department of Education level--the Chief Superintendent, the Assistant Chief Superintendent, the subject area Consultant and Regional Superintendent. Other supervisory roles are those of personnel associated with the Faculty of Education of Memorial University or with the central office, local branches and special interest councils of the Newfoundland Teachers' Association.

STATEMENT OF THE PROBLEM AND PURPOSES OF THE STUDY

The Problem

The major problems of the study are as follows:

When senior high school teachers analyze the various supervisory roles in the school or school system

(1) which supervisory roles are perceived by them as _influencing_ or affecting their behaviour with respect to the content, processes and outcomes of their teaching.

(2) to what extent were the various influential roles perceived by the teachers to be effective in _improving_ their (senior high school teachers) behaviour with respect to the content, processes

and outcomes of their teaching.

Sub-problems are:

(1) which influential supervisory roles in the school or school
system are perceived by the senior high school teacher as the
<u>most effective</u> in serving to improve the content, processes
and outcomes of their teaching.

(2) which influential supervisory roles in the school or school
system are perceived by the senior high school teacher as the
<u>least effective</u> in serving to improve the content, processes
and outcomes of their teaching.

(3) are senior high school teachers' perceptions of supervisory
influence and effectiveness related to the following factors:

   (i) Sex of teacher

  (ii) Size of town in which the school is located

 (iii) Population of area served by the school

  (iv) Type of Board

   (v) Size of school

  (vi) Teaching experience

 (vii) Length of professional and academic preparation

The Purposes

(1) To identify, through senior high school teachers' perceptions,
the influential and effective supervisory roles which might
provide insights into the restructuring or reorganization of
these roles.

(2) To discover whether situational factors such as size of school,

teacher experience and length of professional and academic
training are related to teachers' perceptions of the help
they receive from supervisory personnel. This might indicate
the areas of concentration of supervision.

THEORETICAL BACKGROUND

What is supervision?

A review of the professional literature reveals that supervision
is a shared function, that it should be viewed as a part of the total
operation of the educational system and that its primary purpose is for
the development and improvement of the total teaching-learning process.

Good defines supervision as:

All efforts of designated school officials directed toward
providing leadership to teachers and other educational workers in
the improvement of instruction; involves the stimulation of
professional growth and development of teachers, the selection and
revision of educational objectives, materials of instruction, and
methods of teaching, and the evaluation of instruction.[13]

Stewart writes that supervision is "a creative and dynamic role
of organizational leadership with the purpose of improving the teacher-
learning situation."[14] Neagley and Evans state that modern supervision
"is positive, dynamic, democratic action designed to improve classroom
instruction through the continual growth of all concerned individuals--
the child, the teacher, the supervisor, the administrator, and the parent

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[13]Carter V. Good, (ed.) _Dictionary of Education_ (New York:
McGraw-Hill, 1959), p. 400.

[14]Bob R. Stewart, "Supervisory Behaviour", _Educational Leadership_,
XXVII, No. 5 (February, 1970), p. 521.

or other lay person."[15]

Boardman et al regard supervision as:

the efforts to stimulate, coordinate, and guide the continued growth of the teachers in a school, both individually and collectively, in better understanding and more effective performance of all the functions of instruction so that they will be better able to stimulate and direct each student's continued growth toward a rich and intelligent participation in society.[16]

Wiles sees supervision as consisting of: "all the activities leading to the improvement of instruction, activities related to morale, improving human relations; improving in-service education and curriculum development."[17] And finally, Eye and Netzer maintain that supervision is "that phase of administration which deals primarily with the achievement of the appropriate selected instructional expectations of educational services.[18]

The person whose function it is to provide instructional leadership may occupy one of several positions or offices in the school or school system. In the school, the principal, vice-principal, subject department head, guidance counselor and other teachers may each perform a supervisory role. Within the school district, the supervisory function

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[15]Ross L. Neagley and Dean N. Evans, Handbook for Effective Supervision of Instruction. (New Jersey: Prentice-Hall Inc., 1964), p. 17.

[16]Charles W. Boardman, Harl R. Gouglass and Rudyard K. Bent, Democratic Supervision in Secondary Schools. (2nd ed., Cambridge, Mass.: Houghton-Mifflin, 1953), p. 6.

[17]Kemball Wiles, Supervision for Better Schools, (3rd ed., Englewood Cliffs, N. J. : Prentice-Hall Inc., 1967), p. 5.

[18]Glen G. Eye and Lanore A. Netzer, Supervision of Instruction: A Phase of Administration, (New York: Harper and Row, 1965), p. 12.

may be assumed under a variety of titles--district superintendent, assistant district superintendent, board supervisor, supervising or coordinating principal, and board specialist. At the Department of Education central offices, supervisory roles include those of chief superintendent, assistant chief superintendent, consultant and regional superintendent. Other supervisory roles include those associated with the Newfoundland Teachers' Association and the Faculty of Education, Memorial University. Indeed, other supervisory roles may exist in a system in addition to those positions which carry these titles. As Wiles says:

> Supervision is not limited to any one person or to individuals who carry the title 'supervisor'. Any member of the school staff may assist teachers in providing a better learning environment for pupils.[19]

This statement is supported by that of Wilson and his colleagues who state that a school supervisor

> may actually be a school official of any rank, a supervisor of any sort, or a qualified consultant employed from outside the staff of any school district. In any and every instance, though, he will be a person who is plan oriented. . . . That is, his usefulness and effectiveness will depend on his openness to ideas, his knowledge of current trends, methods and possibilities, (and) his creative ability. . . .[20]

As the educational establishment becomes more complex and as society comes to demand excellence in public education, instructional leadership of the highest order is a must. Thus the role of the supervisor whose function it is to provide such leadership becomes

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[19]Wiles, p. 399.

[20]Craig L. Wilson, Madison T. Byar, et al. Sociology of Supervision (Boston: Allyn and Bacon, 1969), p. 185.

increasingly more important. Moreover, social necessities and organi-
zational realities may dictate the various supervisory activities associated
with each position and office.[21] The supervisory role of a district super-
intendent of education, for example, must be considered in the content of
his total executive, administrative, and managerial roles. Again, a
vice-principal may be unable to provide the instructional leadership he
desires because of the competing demands made upon his time by routine
clerical and administrative tasks as well as his part-time (and in many cases
full time) teaching schedule. Generally, supervisors have complained that
administrative tasks prevent them from helping teachers. Maurice St. Mary
states that "unfortunately, with the growth in school population, a great
number of administrators have become so bogged down with other responsi-
bilities that they have not had time to think much about this instructional
goal (the improvement of instruction), or if they have thought of it, they
have not had time to do much about it."[22] The relationship between admini-
stration and supervision needs to be clarified.

The Relationship between Administration and Supervision

Supervision, as leadership activity, is a subset of administration.
Many authorities say that it is impossible to separate administration
and supervision because almost every administrative activity contributes
in some way to the educational programme. The two fields certainly
overlap, as indicated by Otto:

In the operation of schools today it is difficult, if not

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[21]Parsons, p. 4.

[22]Maurice St. Mary, "The Administrative Team in Supervision",
National Elementary Principal, XLV, No. 5 (April, 1966), p. 59.

impossible, to draw fine distinctions between administrative, supervisory, and leadership functions. Although there are some activities which fall clearly in one or another of these categories, there are endless numbers of activities which overlap two or more of the rubrics.[23]

Burton and Brueckner Further sharpen the problem by stating:

> The two can be separated arbitrarily only for the sake of analysis. A separation in function is impossible. . . . mere inspection of the typical division between administrative and supervisory duties would indicate that the division can be only an arbitrary one for purposes of discussion. Intimate interrelationships and overlap are inherent and inevitable.[24]

Bartky defines administration as a specialization which "concerns itself with the determination of the organization's aims, establishes general policies, and oversees the entire operation," and supervision as a specialization which "guides and directs the activities of the organization's members as they strive to achieve the goals of the organization."[25] Getzels, Lipham and Campbell define administration, structurally, as the "hierarchy of superordinate-subordinate relationships within a social system with higher or lower positions having greater of lesser vantages for asserting influence in the system."[26] In such a superordinate-subordinate relationship, the superordinate is expected to

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[23]Henry J. Otto, _Elementary School Organization and Administration_ (New York: Appleton-Century-Crofts, Inc., 1944), p. 296.

[24]William H. Burton and Leo J. Brueckner, _Supervision: A Social Process_ (New York: Appleton-Century-Crofts, Inc., 1955), p. 98.

[25]John A. Bartky, _Supervision as Human Relations_, (Boston: D C Health and Co., 1953), p. 6.

[26]Jacob H. Getzels, James M. Lipham and Raold F. Campbell, _Educational Administration as a Social Process_, (New York: Harper and Row, 1968), p. 52.

supervise, in some fashion, the subordinate, and conversely, the subordinate is expected to accept some form of supervision.[27] Enns defines administration as the "function of facilitating the performance or execution of functions which are intended to achieve certain goals which involve such processes as organization, communication, decision-making, controlling, directing, influencing and coordinating."[28] He considers supervision to be "one of the tasks of administration in its broad meaning. It concerns primarily those particular aspects which are intended to maintain and promote effectiveness of teaching and learning by working directly with teachers."[29]

Finally, Wilson *et al*, expressed the relationship between administration and supervision thus:

> Supervision is...regarded as an administrative function, as an adjunct of administration expressed as "administration *and* supervision" and as a specific task area located somewhere (often indefinitely) between teaching and administrative functions. It is because the teaching role is circumscribed by specific task specifications and because the administrative role is heavily burdened by the necessities of executing or carrying out the laws, rules and regulations of controlling boards, that supervision, precisely because of its necessary link-age with both, is in the best "natural" position to inherit or assume the planning function.[30]

An office may perform both administrative and supervisory duties or each office may specialize in either administrative or supervisory

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[27]*Ibid*., p. 325.

[28]F. Enns, "The Supervisor and his Functions", *CSA Bulletin*, VII, No. 4 (April 1968), pp. 4-5.

[29]*Ibid*., p. 7.

[30]Wilson *et al*., p. 183.

functions. The principal of a school, for example, may devote all of his time to the routine management and administrative duties of his school or he may devote a fair proportion of his time to staff leadership of coordinating the work of, consulting with, and motivating teachers to improve instruction. If he performs both roles, he is both an administrator and supervisor. Lawson, in commenting on this dual role, states:

> Supervisory functions are, generally speaking, the functions the administrator performs in attempting directly to improve teaching. Those duties seem sometimes to overlap administrative duties; but whenever the emphasis is clearly placed on the effort to improve or evaluate instruction, it seems fair to refer to the work as being supervisory.[31]

Roles associated with an administrative or supervisory office then, may be chiefly administrative, primarily supervisory or a combination of both. As there may be several supervisors in a system, it is important that the set of activities associated with each office be fairly clearly defined.[32] When such is not the case, the role of supervisor can bequite confusing and disturbing to members of the organization.

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[31]Thomas Marion Gwaltney, Jr., "Selected Aspects of the Perception of the Role of General Elementary Supervisor by the Role Incumbent and Two Referent Roles in selected School Districts of Missouri." (Unpublished Doctoral Dissertation, Southern Illinois University, 1963), p. 3 quoting Lawson, Douglas E., School Administration: Procedures and Policies (New York: Odyssey Press, 1953), p. 113.

[32]Parsons, p. 8.

Power, Authority and Influence in Supervision

The concepts of power, authority and influence are basic to the purpose of stimulating change that may be evaluated as improvement of instruction.[33] Power, a fundamental concept in the social sciences has been defined by Lasswell and Kaplan to be "the capacity of an individual or group of individuals to modify the conduct of other individuals or groups in the manner which he desires."[34] Weber spoke of power as being "the probability that one actor within a social relationship will be in a position to carry out his own will despite resistance, regardless of the basis on which the probability rests."[35] Similarly Schermerhorn defines power as:

> the processual relation between two parties modally characterized by asymmetrical influence in which a perceptible probability of decision rests in one of the two parties, even over the resistance of the other party.[36]

As Moore has stated, traditionally power as a social concept has been associated with authority:

> While power and authority do have a kinship, fundamentally these are separate conditions within schools or any other system of operation. Supervisors of curriculum are well aware of this as they proceed in their day to day activities. As supervisors seek to make curriculum modifications, changes and improvements, they recognize

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[33]Ibid., p. 13.

[34]Harold D. Lasswell and Abraham Kaplan, Power and Society, (New Haven: Yale University Press, 1950), p. 75.

[35]Max Weber, The Theory of Social and Economic Organization (translated by A. M. Henderson and T. Parsons), (New York: The Free Press, 1947), p. 152.

[36]R. A. Schermerhorn, Society and Power. (New York: Random House, Inc., 1961), p. 12.

that authority from the state and local boards must support
them, that their power depends on their ability to lead others
in conceptualizing and carrying out new curriculum changes.[37]

Authority is an acceptance of ability perceived in others or
the willingness of a group to be affected by the ability of others--i.e.
it is legitimated power. Simon emphasized that authority requires
acceptance by the subordinates of the decisions of the superior.[38] It
appears, then, that a person has no authority over group members unless
they are willing to accept his ideas and be guided by his actions. A
supervisor has real authority if teachers with whom he works are willing
to be guided by him and they, in turn, have authority if they can get
their ideas accepted by the supervisor and the administrator.[39]

There are two basic kinds of authority--formal and functional.
Peabody distinguished bases of formal authority (legitimation, position
and sanctions inherent in office) from sources of functional authority
(professional competence, experience, and human relations skills).[40]
Etzioni makes a similar distinction between what he calls professional
and administrative authority. An emphasis on administrative authority
suggests that the organization is able to confer authority upon the
incumbent of a particular position just because he is in that position.

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[37]Nathaniel H. Moore, "Power and the Powerless", _Educational Leadership_, XXVII, No. 4 (January, 1970), p. 389.

[38]H. A. Simon, _Administrative Behaviour_, (New York: MacMillan and Co., 1957), p. 133.

[39]Parsons, p. 15.

[40]R. L. Peabody, "Perceptions of Organizational Authority", _Administrative Science Quarterly_, 1962, VI, pp. 463-482.

On the other hand, professional authority is based on the competence and expertise of the person in a particular position.[41] The two bases of authority are not necessarily incompatible. Some of the things which supervisors do will exemplify a reliance on legal or administrative authority. When they call a meeting, report on teachers, and so on, this is the case. However, in many instances, reliance will be placed on the expertise of the supervisor as, for example, when he supplies advice to teachers in a particular subject area. The point is that the emphasis shifts as the supervisor moves from one situation to another; formal authority alone is not sufficient for effectiveness. Supervision will require both kinds of authority--formal (administrative) and functional (professional), but supervision without the latter will have less power to influence.

Influence is defined by Dahl to be "a relationship among actors in which one actor induces other actors to act in some way they would not otherwise act."[42] Katz and Kahn define an act of influence as "any behaviour which produces an effect whether in psychological state, or any other condition."[43] The usual basis for inferring influence is an interpersonal transaction in which one person acts in such a way as to change or affect the behaviour of another in some intended or unintended

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[41]A. Etzioni, _Modern Organizations_. (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1967), p. 60.

[42]R. A. Dahl, _Modern Political Analysis_. (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964), p. 40.

[43]Daniel Katz and Robert Kahn, _The Social Psychology of Organizations_, (New York: John Wiley and Sons, Inc., 1966), p. 188.

fashion. Three major aspects of the influence process may be identified: the agent exerting the influence, the method of exerting influence and the agent subjected to influence. Most theories of influence assert that the agent's ability to exert influence arises from the possession or control of valued resources (provided that these can be used to effect goal attainment).[44]

Parsons writes that:

Every influence is not sucessful in producing the intended effect. The effect may be exactly as intended, exactly opposite or there may be no overt behavioural change. . . .
. . . .
. . . the receiver of the influence attempt can make a choice to do as was intended, the opposite, or to show no overt behavioural change.[45]

A supervisor's willingness to help and serve, his promptness in responding to calls for help, his integrity in dealing with the teacher in making decisions, and his promotion of the teacher's professional growth are likely to increase the supervisor's sphere of influence with teachers.

Teacher Perceptions and the Supervisory Role

With the focus of supervision being the improvement of learning and teaching in our schools, supervisors should have as their objective the establishment of conditions in which learning and teaching are facilitated and enhanced. Because supervisory behaviour, and the reaction to supervisory behaviour, are based upon the perceptions of all

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[44] Alan R. MacLeod, "An Analysis of Power in School Systems", The CSA Bulletin, IX, No. 4 and 5 (September, 1970), p. 62.

[45] Parsons, p. 18.

persons involved, it is the responsibility of supervisors to reassess
their modes of providing services and to ascertain how their work is
perceived by others.

Much has been written about perception. Gordon indicated that
perceptions are in reality the interaction of sensations in relationship
to past experiences.[46] Bartley stated that an effective way of looking
at perception is simply to regard it as an organism's immediate response
to energistic impingements on sense organs.[47] Many factors influence the
formation of perceptions. Getzels, Lipham and Campbell suggest that
beliefs, attitudes, values and disposition play a crucial role in the
formation of perceptions.[48] According to Enns almost everything an
individual does, he does in response to his perceptions of the situation
he finds himself in and how he sees things is dependent upon his under-
standing of his past experiences.[49] This supports Katz and Kahn's
statement that perception is an individual's concepts which represent
preferential biases developed out of experience.[50]

Numerous studies have shown that the effectiveness of supervisors

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[46]Jesse E. Gordon, _Personality and Behaviour_, (New York: The
MacMillan Company, 1963), p. 171.

[47]S. Howard Bartley, "Perceptions", _Encyclopedia of Educational
Research_, Robert L. Edel (ed.), (4th ed., London: Collier-MacMillan Co.,
1969), p. 929.

[48]Getzels _et al._, p. 315.

[49]F. Enns, "Perception in the study of Administration", _The Canadian
Administrator_, V. No. 6, (May, 1966), p. 23.

[50]Katz and Kahn, p. 188.

is measured in terms of the congruence between what they are expected to do and what they are required to be doing. A high degree of congruence in the perceptions of supervisors and teachers is desirable and necessary if the instructional programme is to function properly. Vigilante states that:

> The quality of human relations determines the productivity level of people more than any other single.factor. Optimum relationships can be developed when one is as fully conscious of his own basic commitments or assumptions as he is of the basic commitments or assumptions held by others. The supervisor's and the teacher's perceived view can function as a hidden source of disagreement and friction or it can serve as a catalytic agent which brings about change. Inaccurate sensory data can greatly impair the effectiveness of an entire staff while accurate sensory data can accelerate positive human behaviour.[51]

Because the expectations of others as well as the expectations of the individual are vital to the effective fulfillment of the supervisory position occupied, it is essential to establish the degree to which congruence or incongreuence exists. Hence, teachers' perceptions of the influence and effectiveness of the supervisory roles must be determined. It can be argued that a survey of teachers' perceptions may present a distortion of 'reality'. While it is true that a teacher's perceptions are not necessarily correct, yet "for all practical common sense purposes people and things are what they are perceived to be. . . . the point is that percepts and concepts are not formed from 'nothing', they are made up of something that is the perceiving being, in his repertoire of experience.[52]

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[51]Nicholas J. Vigilante, "When Supervisor and Principal Work Together", _Educational Leadership_, XXIII, No. 8 (May, 1966), p. 641-642.

[52]Wilson _et al._, p. 79.

Research on the differential perceptions of supervisors and subordinates show consistently that a role or position in the organization is related to perceptions.[53] In his study of principals' and teachers' perceptions on supervison, Walden concluded that principals perceived supervision as a process of helping teachers while teachers viewed it as inspection.[54] Marquit showed that the principal's perception of providing supervisory stimuli to teachers is consistently more positive than that of teachers.[55]

Neville commenting on how teachers view supervision had this to say:

1. Teachers do not see supervision as focusing on the improvement of instruction;
2. Teachers do not see supervision as having a strong democratic base;
3. Teachers do not see supervisors as being prepared to help them in the study of teaching;
4. Teachers want supervisors that will help them attack instructional problems.[56]

In Tower's study teachers and principals ranked, according to their belief of relative merit, twenty supervisory activities. The

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[53]Katz and Kahn, p. 188.

[54]Everett L. Walden, "Perceptions of Teachers and Principals Concerning Supervision in Outstanding Large High Schools of Colorado" (unpublished Doctoral dissertation, University of Colorado, 1967).

[55]Lawrence J. Marquit, "Perceptions of the Supervisory Behaviour of Secondary School Principals." A paper presented at 1968 Annual Meeting of the American Educational Research Association, Chicago, Ill., February 7-10, 1968. (U. S. Department of Health, Education, and Welfare, Office of Education).

[56]Richard F. Neville, "The Supervisor we Need", _Educational Leadership_, XXIII, No. 8 (May, 1966), p. 637.

two practices ranked most important by the teachers received rankings of
twelve and thirteen from the principals. Other differences of perception
as to the worth of various supervisory practices listed on the question-
naire were also evident.[57] Overman studied the perceptions of the role
of the instructional supervisor in a state department of public edu-
cation. He found that teachers and state instructional supervisors showed
a marked difference in their perceptions of most state supervisory tasks.[58]
Harmes claimed that a survey of the research dealing with supervision
reveals that (1) a difference of perceptions between teachers and super-
visors does exist concerning the nature of problems confronting teachers;
and (2) differences of perceptions between supervisors and teachers
exist concerning methods of dealing with the problems which teachers
have.[59]

In summary then, the gap between expected and perceived super-
visory performance has often been uncomfortably wide. The effective
supervisor must, therefore, be aware of the teachers' perceptions of him
as compared to his own perceptions of his role.[60] Once he has the means

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[57]Melvin M. Towers, "A Study of Orientation and In-Service Educa-
tional Practices in the Indianapolis Public Schools", Educational Adminis-
tration and Supervision, XLII, No. 4, (April, 1956), pp. 219-229.

[58]J. Fred Overman, "Perceptions of the Role of the Instructional
Supervisor in the State Department of Public Instruction" (unpublished
Doctoral dissertation, University of Wisconsin, 1968), pp. 178-179.

[59]H. M. Harmes, "Improving Teaching Through Supervision: How Is
It Working?" Educational Administration and Supervision, XLV, No. 3 (May,
1959), p. 172.

[60]Unruh and Turner, p. 66.

to determine if congruence exists, the supervisor will be able to adjust his behaviour accordingly. Enns, enunciating the benefits to be derived from a fuller understanding of perceptions, makes the comment that "being able to understand more fully what is happening in a social situation permits the administrator to accept various behaviours more objectively, and to assess the needs and demands of the situation more adequately. In short, better understanding mades it possible for the administrator to exercise better leadership."[61] Zalkind and Costello suggest that a knowledge of differing perceptions should make supervisors continuously aware of the intricacies of the perceptual process, thus avoiding arbitrary and categorical judgements but rather seeking reliable evidence before judgements are made.[62] Finally, Bidwell feels that a supervisor should be aware of the way in which his role is defined for him by the teachers. He should try as far as possible to conform to their expectations, attempting to change them through an in-service training programme if he feels a change to be professionally desirable. He should try also to be aware of the attitudes and needs of his teachers concerning his leadership and try to use them as guides to his action.[63]

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[61]Enns, op. cit., p. 26.

[62]Sheldon S. Zalkind and Timothy W. Costello, "Perception: Some Recent Research and Implications for Administration", Administrative Science Quarterly, VII, No. 2 (September, 1966), p. 234.

[63]Charles E. Bidwell, "Administration and Teacher Satisfaction," Phi Delta Kappan, XXXVII, No. 7 (April, 1956), p. 287.

Influential and Effective Supervisory Roles

A supervisory role is <u>influential</u> if the incumbent of the position influences the behaviour of the teacher in the school or classroom. Blau and Scott in reference to employees in a bureaucratic setting, state that when a worker is employed, "he sells his promise to obey commands," but, "the contract obligates employees to perform only a set of duties in accordance with minimum standards and does not assure their striving to achieve optimum performance."[64] However, to have teachers (or members of any organization) exceed the basic minumum requirements, a person or role is needed in the organization to influence--this is, to motivate, stimulate, inspire and guide the teachers to go beyond these minimum standards in such a way as to meet their physical, psychological and social needs while at the same time achieving the goals of the organization. This requires influence that goes far beyond the confines of formal authority, which, while it may be satisfactory for meeting the minimum requirements of an organization, does not encourage teachers to exert additional effort. Blau and Scott maintain that "the supervisor cannot effectively discharge his responsibilities without exerting more influence on his subordinates than his formal authority alone permits."[65] To be influential the supervisor will require knowledge of human wants and needs and the ability to understand people. Unless he can motivate and inspire teachers to change and improve, he will be non-influential.

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[64] Peter M. Blau and Richard Scott, <u>Formal Organizations: A Comparative Approach</u> (San Francisco: Chandler Publishing Company, 1962), p. 140.

[65] <u>Ibid</u>., p. 141.

Parsons states that supervisors in the school or organization who exert little or no influence on the behaviour of the teacher in the school or classroom may be termed non-influential. This, he cautions, is a non-evaluative term which does not judge the incumbent of the position but merely signifies that some factor, or a set of factors, such as involvement in administrative and managerial duties may be preventing the office holder from influencing the behaviour of the teacher. The supervisory role is non-influential when it has no effect on the teacher's behaviour.[66]

Influence may be _effective_ or _non-effective_. Parsons further maintains that an influential supervisory role is effective if the influence exerted by the person in it serves to improve the content, processes, and outcomes of the teacher's work in the school or classroom.[67] A supervisor may be influential without being effective, that is, he may not improve the work of the teacher. Such an influential supervisor or supervisory act would be termed ineffective.

RATIONALE FOR VARIABLES USED IN THE STUDY

Introduction

The factors related to teachers' perceptions of influential and effective supervisory roles are many and complex. In a study of this nature it would not be possible to examine all of these factors adequately,

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[66]Parsons, p. 11.

[67]_Ibid._, pp. 11-12.

therefore only the seven factors thought to be most closely related to
the teachers' perceptions of supervisory influence and effectiveness will
be considered. These seven variables are (i) sex (ii) professional
preparation (iii) teaching experience (iv) size of the school (v) type
of board (vi) population of the town in which the school is located, and
(vii) population of the area served by the school. Other variables
such as age, race, religion and nationality, while it may be argued that
they are of major and, perhaps of equal importance, will be excluded from
this study.

Sex

Because of the narrow area of the study (Senior High School) in
considering sex as a related variable, no projection will be made
concerning the direction of any relationship that may exist. Other
studies which have included an examination of the relationship of sex to
teacher perceptions of supervisory effectiveness have dealt with a much
broader population. Nevertheless, sex is considered to be an important
variable as these past studies have revealed considerable difference in
male and female perceptions. For example, Gogan (1963)[68], following an
investigation of supervisory services in secondary schools, reported that
male and female teachers were in close agreement as to desirable super-
visory activities. However, the Parsons study (1971)[69] revealed that

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[68]W. L. Gogan, "A Study of Supervisory Services and Activities of
Selected Secondary Schools for the Improvement of Instruction" (unpublished
Doctoral dissertation, The University of Nebraska, 1964).

[69]Parsons, op. cit.

teachers' perceptions of the effectiveness of the seven most influential and effective supervisory roles varied according to the sex of the teacher. He also reported that the sex of the teacher, while showing relatively low correlation with perceptions of effective supervisory styles and behaviour was, nevertheless, significant and ought to be considered in the supervisory process.

Other reasons for considering sex as a variable in this study were the facts that males tend to consider teaching as a life-time career, whereas, females often retire early from the profession; and personnel in supervisory positions in Newfoundland and Labrador are predominantly male; Therefore, the perceptions of male teachers may differ significantly from those of female teachers. The predominance of males at the Department of Education, the University, the professional organizations and in administrative and supervisory positions at the school and school district level, combined with the dearth of females teaching in Senior High Schools (particularly with the Integrated Board) may reveal interesting findings regarding perceptions of influential and effective supervisory roles.

Professional Training

It is expected that the amount of training a teacher has is significantly related to his/her perception of supervisory influence and effectiveness. The majority of senior high school teachers in the sample had at least five years professional and academic training beyond the high school level. During the period of professional training a teacher becomes acquainted with literature on supervision, and as a result, a definition of the supervisory role becomes internalized. It can be

assumed that the teacher's knowledge of the supervisory role increases
with his/her professional training. Therefore, the longer the training,
the more intense the internalization of an idealized conception of the
supervisory role.[70]

Well-trained teachers sometimes perceive supervision as an
affront to their professional status; poorly-trained teachers tend either
to perceive a greater need for supervisory assistance and hence accept
it freely or, due to their insecure status, to regard supervision as a
threat, thus, accepting it only with reluctance. It can also be assumed
that the tendency of some supervisors to avoid well-trained, experienced
teachers so as to concentrate on those who are poorly-trained and inex-
perienced will affect the perceptions of such teachers.

Teaching Experience

Another factor which will influence teachers' perceptions of
supervisory influence and effectiveness is the actual experience of the
teacher on the staff of the school where, through contact with the
collegial norms of other teachers and association with supervisory roles,
he/she has an opportunity to learn the real role of the person with an
obligation to help the teacher.[71] For this reason, Gross and Herriot
state that there may be marked differences between the role perceptions
of beginning and experienced teachers at the school level. The "neophyte
internalizes to some degree an idealized conception of his role during

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[70]Ibid., p. 48.

[71]Ibid.

the preparatory phase that provides him with standards for the performance of his role in the organizational reality phase."[72] The experienced teacher on the other hand has mellowed his idealized conception by experience with reality.[73]

A review of recent research literature indicates that a relationship between teachers' experience and their perceptions of supervisory stimuli does exist. In a study conducted in 1963, Logan[74], having investigated the attitudes of teachers towards supervisors reported that teachers with less than one year of teacher experience and those with over forty years experience had best attitudes towards their supervisors. As a result of a study to compare teachers' and principals' perceptions of supervisory stimuli, Marquit[75] (1968) stated that as their experience increased, teachers tended to score higher on their perceptions of the principal's supervisory stimuli. Parsons[76] (1971) found that teachers' perceptions of the effectiveness of supervisory roles varied with the experience of the teacher.

Differences in the perception of the supervisory role between beginning and experienced teachers, then, can be expected.

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[72]Neal Gross and Robert E. Herriot, Staff Leadership in Public Schools: _A Sociological Inquiry_ (New York: John Wiley and Sons, Inc., 1965, p. 99.

[73]Parsons, _op. cit._

[74]J. E. Logan, "The Relationship Between Teachers' Attitudes Toward Supervisors and Selected Variables that Might Affect their Attitudes" (unpublished Doctoral dissertation, The Pennsylvania State University, 1962).

[75]Marquit, _op. cit._

[76]Parsons, _op. cit._

Size of the School

It is assumed that the size of the school with be significantly related to teacher perceptions of effective supervisory roles. In very small schools such supervisory personnel as guidance counselor and subject department head do not exist. Also in small schools, principals and vice-principals are restricted by their teaching duties from adequate opportunity to help teachers become more effective in their teaching. Furthermore, the small schools are generally either in isolated communities or far removed from supervisory personnel external to the school. Consequently, both internal and external supervisory personnel spend very little time in helping teachers in schools which have from 1 to 5 teachers.

In very large schools, it is very difficult for supervisory personnel to help teachers improve their work within the classroom. Seemingly the relationship between the teacher and the supervisory personnel is often lacking personal rapport in the sense that supervisors, both within and outside the school do not see and meet with teachers regularly. Therefore, teachers in schools with 25 or more teachers often find themselves working without the help, guidance, and direction that they need.

It is expected that those teaching in schools having from 10 to 20 teachers should differ in their perceptions of supervisory influence and effectiveness from those teaching in extremely small or extremely large schools.

Both Marquit (1968)[77] and Parsons (1971)[78] reported that the results of their studies indicated that a relationship between the size of school and teacher perceptions of supervisory influence and effectiveness does exist.

Type of Board

Type of board (Integrated, Roman Catholic, Other) is used as a variable in this study not on the basis of any findings in past studies relating it to teachers' perceptions of the effectiveness of supervisory roles, rather, it has been selected because of the recent changes on the Newfoundland and Labrador educational scene. Findings based on this variable ought to give interesting results. However, no predictions are being made as to the direction of any significance that this variable may prove to have; nor, in fact, is there a prediction that any relationship does actually exist.

In the past, the educational system of Newfoundland and Labrador was aligned strictly along denominational lines--each Church having educational status operate its own schools, staffed very largely by adherences to that particular sect. The past five years have seen such changes as: (1) the amalgamation of many small boards into large, consolidated ones-- reducing the number of boards from several hundred to thirty-five, (2) the integration of the school services of the Salvation Army, Church of England and United Church of Canada, (3) the opening of several privately

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[77]Marquit, _op. cit._

[78]Parsons, _op. cit._

operated schools, (4) a significant shift from the tradition of teachers
working only in schools of their own faith. For example, it is common
today to find a Roman Catholic school with several of its teachers
belonging to a non-Catholic faith, and (5) the operation of several
joint-service schools where two or more denominational boards maintain
a school system, jointly. Whereas, in the traditional system, it could
be predicted that teachers would tend to reflect the philosophy of the
Church operating the school, no such prediction could be made today. It
is worthwhile, however, to consider type of board as a factor in order
to ascertain if the recent changes have resulted in a more homogenous
school system where the type of board with which the teacher is employed
is not a significant factor in his/her perception of supervisory influence
and effectiveness. Such might not be the case; it may be that a signi-
ficant difference does actually exist. At any rate, considering the
transition that education in Newfoundland and Labrador is presently
experiencing, the findings based on this variable ought to prove interesting
and, if a significant relationship should be found, would possibly show
the direction that future reorganization of education in this province
might take.

Population of the Town

It is expected that the perceptions of teachers in large towns
regarding influential and effective supervisory roles will differ from
those of teachers in small towns. This statement is based on the rationale
that in larger towns most of the supervisory personnel are nearer to the
teachers (in physical distance) and that in smaller communities generally

only the personnel within the school are close to the teacher. This means that teachers in larger centres are easily accessible to supervisory personnel both within and outside the school. Consequently, it is expected that teachers in smaller communities will perceive supervisory help differently from teachers in large centres.

Population of the Area

Due to centralization of school facilities in Newfoundland and Labrador many small communities have large centralized school systems which are dependent on the population of the area rather than solely on the population of the community where the school is located. Therefore, it is expected that teachers' perceptions of the supervisory personnel of the centralized rural system will be different from the perceptions of the teachers in the rural school which serves only one small community. Moreover, in a large town or city the area served may be put a part of the total populations of the town; seemingly then, the perceptions of the teachers in a school serving only a portion of a town's population should differ both from those of teachers in the large rural centralized systems and from those of teachers in the small rural community school.

Also, in areas where centralization at the high school level has become a reality, an additional supervisory role, that of coordinating principal, exists. Generally, this role is not present in high schools serving only one town or in high schools in large municipal areas.

Hypotheses

From the theory presented in the previous sections of this chapter, the following hypotheses emanated.

Hypothesis 1

The influence of the supervisor will decrease as the physical distance between supervisor and teacher increases.

Hypothesis 2

The sex of the teacher is significantly related to teachers' perceptions of influential supervisory roles.

Hypothesis 3

The size of the town in which the school is situated is significantly related to teachers' perceptions of influential supervisory roles.

Hypothesis 4

The population of the area served by the school is significantly related to teachers' perceptions of influential supervisory roles.

Hypothesis 5

The type of board of Education is significantly related to teachers' perceptions of influential supervisory roles.

Hypothesis 6

The size of school is significantly related to teachers' perceptions of influential supervisory roles.

Hypothesis 7

Teaching experience is significantly related to teachers' perceptions of influential supervisory roles.

Hypothesis 8

The length of professional and academic training is significantly related to teachers' perceptions of influential supervisory roles.

Hypothesis 9

The effectiveness of the supervisor will decrease as the physical distance between supervisor and teacher increases.

Hypothesis 10

There is a high positive correlation between the rank order of influential and effective supervisory roles.

Hypothesis 11

The sex of the teacher is significantly related to teachers' perceptions of effective supervisory roles.

Hypothesis 12

The size of the town in which the school is situated is significantly related to teachers' perceptions of effective supervisory roles.

Hypothesis 13

The population of the area served by the school is significantly related to teachers' perceptions of effective supervisory roles.

Hypothesis 14

The type of Board of Education is significantly related to teachers' perceptions of effective supervisory roles.

Hypothesis 15

The size of school is significantly related to teachers' percep-
tions of effective supervisory roles.

Hypothesis 16

Teaching experience is significantly related to teachers' percep-
tions of effective supervisory roles.

Hypothesis 17

The length of professional and academic training is significantly
related to teachers' perceptions of effective supervisory roles.

Definition of Terms

(1) Supervision:

Supervision is defined as

"all efforts of designated school officials directed towards provi-
ding leadership to teachers and other educational workers in the
improvement of instruction; involves the stimulation of profess-
ional growth and development of teachers, a selection and revision
of educational objectives, materials of instruction, and methods
of teaching; and the evaluation of instruction.[79]

(2) Supervisor:

A supervisor is a person in an educational organization who has a
formal or informal obligation to help teachers _improve_ the quality
of their professional work in the school or classroom.[80]

(3) Influence:

Influence is to affect one's behaviour by means of motivation,

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[79]Good, _loc. cit._

[80]Parsons, p. 1.

stimulation, inspiration and guidance.

(4) Effectiveness:

Effectiveness is to influence a teacher in such a way that it serves to improve the content, processes and outcomes of his work in the school or classroom.

(5) Influential Supervisory Role:

A supervisory role is influential if the person in it influences the behaviour of the teacher with respect to the content, processes and outcomes ofthe teacher's work in the school or classroom.[81]

(6) Non-influential Supervisory Role:

A supervisory role is non-influential if the person in it exerts little or no influence on the behaviour of the teacher in the school or classroom.[82]

(7) Effective Supervisory Role:

An influential role is effective if the teacher feels the influence exerted by the person in it serves to improve the content, processes and outcomes of the teacher's work in the school or classroom.[83]

(8) Senior High School Teacher:

A Senior High School Teacher is a person who teaches at the grade 10, 11 or 12 level (or any combination of these grade levels) and who does not hold the position of Principal, Vice-Principal, or

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[81]Ibid., p. 58.

[82]Ibid.

[83]Ibid.

Guidance Counselor.

(9) Role:

A role is a set of expectations associated with a position.

(10) Perception:

Perception is defined as an individual's concept which represent

preferential biases developed out of experience.[84]

ASSUMPTIONS AND DELIMITATIONS

Assumptions

(1) The major function of supervision is that of influencing situations,
persons and relationships for the purpose of stimulating change
that may be evaluated as improvements.[85]

(2) Supervision is a vital function of school administration whether
coming from a line or staff position.[86]

(3) Many personnel and situational factors influence teachers'
perceptions of supervisory roles.

(4) Teachers are rating the role and not the person in it.

(5) Teachers' perceptions of supervisory roles are really what they
(teachers) believe is true, that is, their perceptions do not
present a distortion of reality.

Delimitations

(1) This study is concerned only with senior high school teachers'

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[84]Katz and Kahn, p. 188.

[85]Eye and Netzer, p. 39.

[86]Ibid.

perceptions of influential and effective supervisory roles.

(2) Only situational variables thought to be most relevant to teacher perception of supervisory influence and effectiveness are included in this study.

(3) Personal variables (with the exception of sex) are excluded from this study.

(4) The study is concerned with teachers' perceptions of influence and effectiveness and because there is no independent measure of influence and effectiveness, the researcher cannot necessarily imply that the teachers' perceived help from supervisors did actually occur.

CHAPTER II

REVIEW OF RELATED RESEARCH LITERATURE

ON EDUCATIONAL SUPERVISION

Introduction

A review of the literature on supervision reveals few studies directly pertinent to the problem of this inquiry, namely, to ascertain teachers' perceptions of influential and effective supervisory roles. Most of the research that has been carried out has dealt with broader problems such as perceptions of supervisory behaviour and functions. In nearly all these studies, the problem being researched has been examined from the point of view of the supervisor. Although supervisors' perceptions of themselves have been the subject of a significant number of studies, there has been only a very limited number of research studies concerning teachers' perceptions of supervisors. The few studies that have researched teachers' perceptions of effective supervisory roles have done so only peripherally—their major purpose being an analysis of the perceived behaviour or functions associated with these roles.

In recognition of the foregoing statements and of the purpose of the present inquiry, the studies dealing exclusively with analyses of behavioural expectations will not be reviewed here.

It will be seen from the following brief review of research literature that considerable difference of opinion exists in the perceptions of individuals regarding the purposes of supervision and the effectiveness of the supervisory technique.

A Brief Review of the Related Research Literature in the 50's

Bradfield[1] attempted to determine the extent to which practices of supervisors are consistent with generally accepted principles of supervision. His findings supported the view that teachers overwhelmingly accept supervision, but teachers felt a lack of assistance in some areas of teaching.

Chase[2] found a close relationship between teacher assessment of administrative and supervisory roles, productive group action, and teacher satisfaction in service.

Bidwell's[3] findings were similar; teachers denoted dissatisfaction with their teaching situations when leadership behaviours were incompatible with teachers' expectations.

Palmer[4], in a study of existing and desired supervisory practices, used two questionnaires having parallel questions. One was given to fifty-five supervisors, and the other was given to seventy-nine teachers. A general conclusion derived from the study was that supervisors tend to feel that they provide more assistance than teachers feel they receive.

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[1] L. E. Bradfield, "The Extent to Which Supervisory Practices in Selected Elementary Schools of Arkansas are Consistent with generally accepted Principles of Supervision" (Unpublished Doctoral Dissertation, Indiana University, 1953).

[2] F. S. Chase, "How to Meet Teachers' Expectations of Leadership", Administrators' Notebook, 1. (April, 1953), pp. 1-4.

[3] C. E. Bidwell, "The Administrative Role and Satisfaction in Teaching", Journal of Educational Sociology, XXIX, (September, 1955), pp. 41-47.

[4] W. R. Palmer, "A Study of the Existing and Desired Supervisory Services in the Indianapolis Public Schools (Unpublished Doctoral Dissertation, Indiana University, 1955).

Burton and Brueckner[5] found that supervision is perceived negatively because it allegedly interfers with self-expression and destroys teacher individuality.

In a study designed to identify how teachers feel about supervisors and their supervisory practices, Saunders[6] found that teachers look to supervisors for help, but they do not want to be evaluated and reported to administration. Teachers perceive the most helpful attributes of supervisors to be co-operation with teachers in solving problems, and promoting morale by recognizing individuality and providing class loads which teachers feel they can manage. They also want supervisors who work for the basic security of teachers and respect the teacher as a worthwhile individual.

Towers,[7] in his study of orientation and in-service education practice found considerable differences between the opinions of teachers and principals in regards to the importance of these practices. Getting help from other teachers was ranked number one by teachers, but this was ranked thirteenth by consultants and principals. Consultants and principals gave a rank of two to the importance of teacher conferences with administrators, but teachers ranked this fourteenth in importance.

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[5]Burton and Brueckner, pp. 15-16.

[6]J. O. L. Saunders, "Teachers Evaluate Supervisors, too", Educational Administration and Supervision, XL1, No. F (November, 1955), pp. 402-406.

[7]M. M. Towers, "A Study of Orientation and In-Service Education Practices in the Indianapolis Public Schools", Educational Administration and Supervision, XL11, No. 4, (April, 1956), pp. 219-229.

Shuster,[8] after studying the replies of 452 teachers to a ques-
tionnaire which he devised, found evidence to support the conclusion that,

> a principal's personality and human relations contacts had had
> more of an effect on teacher morale than his physical or mental
> characteristics, his professional background and experience, his
> work as an improver of instruction or his activities as an admin-
> istrator. What counted with the teachers was not whether the principal
> tried to improve instruction by the latest methods or not.

Surveying the literature in supervision up to 1959, Harmes[9] concludes
that:

1. A difference of perception between teachers and supervisors

   does exist concerning the nature of the problems confronting

   teachers;

2. Differences of perceptions between supervisors and teachers exist

   concerning methods of dealing with the problems which teachers have.

A Review of the Related Research Literature in the 60's

A review of the literature of the 60's (and into the 70's) reveals
similar findings to that of the 50's, in that it shows considerable
difference of opinion.

Writing in Education Leadership in 1960, Carolyn Guss[10] reviewed
a report of the state-wide survey conducted by the Indiana Association for

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[8]A. H. Shuster, Jr., "Supervision and Non-Professionally Prepared
Teachers", Educational Administration and Supervision, XLII, No. 5
(May, 1956), pp. 280-287.

[9]H. M. Harmes, "Improving Teaching Through Supervision: How is it
working?", Educational Administration and Supervision, XLV, No. 3 (May,
1959), pp. 169-172.

[10]Carolyn Guss, "How is Supervision Perceived?", Educational
Leadership, XIX, No. 1 (November, 1961), pp. 99-102.

Supervision and Curriculum Development. The purpose of the study cited was to determine the functions, duties, effectiveness and importance of supervision from the viewpoint of school administrators, principals, parents, supervisors, teachers and university faculty members in schools of education. The area of the study concerned with the teachers' viewpoint indicated that teachers feel that important functions of supervisors are to inspire teachers and to improve morale. This aspect of supervision, however, was not recognized by the teachers as being performed.

It is interesting to note that two years later when Cox[11] did a research study on supervisors' perceptions of their role, the data demonstrated that supervisors see themselves as service personnel, concerned with the feeling, desires and needs of teachers and with creating conditions to improve the growth of teachers and students.

The Gwaltney Study, 1963[12]

In this study, Gwaltney attempted, by analyzing the role of "the elementary supervisor", to discover whether "the elementary supervisor's perception of his role differed significantly from superintendents' and teachers' perceptions of his role." He concluded that:

1) The major portion of the "elementary supervisor's" role is administrative. He is 'in charge of' the total elementary programme and in the administrative chart is directly under the district superintendent and is responsible to him.

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[11] J. V. Cox, "Supervisors' Perceptions of Supervision", _Delta Kappa Gamma Bulletin_, XXX (1963), pp. 20-28.

[12] T. M. Gwaltney, _op cit_.

2) There was consensus between superintendents and supervisors concerning the accuracy of perception of the elementary supervisory role by referent groups.

3) Although there were significant differences concerning perception of the <u>actual</u> supervisory role, a rather high degree of consensus exists among the three major professional groups of supervisors, superintendents, and teachers concerning what the supervisory role <u>ideally</u> should be.

The Morton Study, 1965[13]

Morton, comparing the perceptions held by selected principals, supervisors, and teachers regarding the duties of general and special supervisors, reported that following findings:

1) The groups of participants did not agree among themselves as to their perceptions of the relative importance of the selected duties of the general and special supervisor.

2) There was no apparent significant difference in the perceptions of the duties of the supervisors.

The Croft Study, 1965[14]

Defining supervision as "the efforts to stimulate, co-ordinate and guide the continued growth of teachers", John Croft and R. Jean Hills attempted to find out the state of supervisory practices in one school district. The researchers reached the following conclusions:

1) Most of the teachers had not been observed very much by the principal.

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[13]R. J. Morton, "The Duties of the Supervisor as Perceived by Selected Principals, Supervisors and Teachers in a Selected Area", (Unpublished Master's dissertation, University of Tennessee, 1965.

[14]J. C. Croft, "The Principal as Supervisor: Some Descriptive Findings and Important Questions", <u>Journal of Educational Administration</u>, VI, No. 2 (October, 1968), pp. 162-172.

2) Instructional matters were infrequently discussed at staff meetings.

3) Teachers were the main source of help to other teachers regarding teaching performance.

4) Teachers perceived the principal's major responsibility to be in the area of budget, coordination, policy and public relations.

The Cleminson Study, 1965[15]

Cleminson's study investigated superintendents', supervisors', and principals' perceptions of major purposes and functions of supervision in New Jersey Public Schools. Some of his conclusions were:

1) Administrative and supervisory roles affected perceptions of supervision; supervisors were more democratically-oriented than administrators in their perceptions of supervision.

2) Since administrators and supervisors envisioned supervision differently, they apparently envisioned differently their own professional role behaviours in the democratic supervisory process;

3) The strong support of democratic supervision by supervisors indicated that they had better understanding of the democratic theory of supervision than administrators and probably were more effective than administrators in its implementation;

4) Acceptance or rejection of authoritarian or laissez-faire supervision seemingly was not dependent upon professional role.

The Logan Study, 1963[16]

In his investigation of the attitudes of teachers towards supervisors, Logan reported that:

1) Teachers with less than one year of teaching experience and teachers having over 40 years of experience had the best attitudes towards their supervisors.

2) Lowest attitude scores occurred in the age range of 25-39.

3) There was no relationship between teacher attitudes and the number of courses taken in supervision or administration.

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[15]G. F. Cleminson, "The Major Purposes and Functions of Supervision as Perceived by New Jersey Public School Superintendents, Supervisors and Building Principals" (unpublished Doctoral dissertation, Fordham University, 1965).

[16]Logan, op. cit.

The Sandberg Study, 1963[17]

In a study of effective supervisory technique as perceived by beginning teachers and supervisors, Sandberg found:

1) Disagreement between supervisors and beginning teachers over the value of determining:

    a) the extent to which books and instructional materials were being used

    b) the completeness of lesson plans

    c) the extent to which prescribed courses of study were being used

    d) what constituted efficient pupil control

    e) the effective use of bulletin boards and other visual aids

2) Beginning teachers felt too many new materials such as curriculum guides and courses of study were presented to them at one time.

3) Beginning teachers felt that supervisors' participation in faculty meetings to share new ideas and methods was effective.

4) Ninety-five per cent of the technique dealing with the supervisory conference were rated as effective by both beginning teachers and supervisors.

The Blumberg, Weber, Amidon Study, 1967[18]

In this study, the following aspects of supervisor-teacher interactions were examined:

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[17]H. H. Sandberg, "Beginning Teachers and Supervisors' Appraisal of Selected Supervisory Techniques", (Unpublished Doctoral dissertation, The Pennsylvania State University, 1963).

[18]Arthur Blumberg, Wilfred Weber and Edmund Amidon, "Supervisor Interaction as seen by Supervisors and Teachers". (A paper presented at the annual meeting of the American Educational Research Association, New York, February, 1967).

(1) The supervisors' perceptions of their own behaviour and
    teachers' perceptions of the supervisors' behaviour.

(2) The perceptions of the teachers toward the interaction that takes
    place in the supervisory conference.

(3) The kind and amount of learning supervisors think teachers get by
    way of supervision and the kind and amount teachers say they get.

(4) The degree of overall productivity of supervisory interaction
    as seen by supervisors and as seen by teachers.

The results of the study were:

(1) Supervisors see themselves as being less direct in their
    Behaviour toward teachers than teachers perceive them to be.

(2) Teachers perceive themselves as learning less from supervisors
    than the supervisors thought they (the teachers) were learning.

(3) Supervisors have a brighter view of the results of their efforts
    than teachers have of the results of the supervisors' efforts.
    (The person who is in the higher position tends to see things
    differently and more positively than do those in subordinate
    positions.)

(4) Teachers see themselves in a situation where they are less free
    to initiate discussion than their supervisors thought.

The Gogan Study, 1963[19]

Following an investigation of supervisory services in secondary

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[19]Gogan, op. cit.

schools, Gogan reported that:

(1) Male and female teachers were in close agreement as to desirable supervisory activities.

(2) Teachers placed less value on classroom visitation than supervisors. Almost fifty per cent of the teachers disliked classroom visitation.

(3) Departmental meetings, staff meetings, and individual conferences ranked high.

(4) Many supervisory programmes were rated below average by both supervisors and teachers.

The Ziolkowski Study, 1965[20]

Ziolkowski, in a study of supervisory practices, analyzed the responses of teachers in twenty-four schools perceived by administrators to be superior in promoting teacher effectiveness and the responses of teachers in twenty-four schools perceived by administrators to be inferior in promoting teacher effectiveness in order to determine whether there were differences in:

(a) the extent to which certain supervisory practices had been employed with the teachers of the preceding year.

(b) the teachers' perceptions of the principal's general supervisory style in the two types of schools.

Findings of the Study included:

(1) In both types of schools, principals felt that the heavy demands of teaching and other duties hindered them from being adequately

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[20]E. H. Ziolkowski, "Practices in the Supervision of Instruction", The Canadian Administrator, V, No. 1 (October, 1965).

involved in supervision.

(2) Two-thirds of the teachers in the sample reported having received no formal classroom visits from principals. Of those teachers visited, sixty-two per cent were on interim staff.

(3) Over ninety per cent of teachers reported having observed no demonstration lesson and a similar number reported that they had paid no visits to the classrooms of other teachers for the purpose of observing their methods.

(4) Teachers in superior schools perceived that a higher degree of importance was attached to discussion in their staff meetings of topics directly related to improvement of teaching than as perceived by teachers in inferior schools.

(5) Approximately sixty per cent of teachers in superior schools compared to thirty per cent of the teachers in inferior schools, reported the appointment of one or more committees to study problems related to teaching and curricula.

(6) Teachers' perceptions of principals in superior schools differed significantly from teachers' perceptions of principals in inferior schools. The principal in the superior school was perceived to be:

(1) more industrious

(2) more keenly aware of what was going on

(3) more interested in teachers as individuals

(4) more approachable in terms of the extent teachers could discuss problems freely with him

(5) more teacher-involving in decision-making

(6) more supportive of teacher authority

(7) more aggressive in regards to curriculum study and development

(8) more encouraging of innovation and new ideas

The Walden Study, 1967[21]

Walden set out to investigate the perceptions of teachers and principals concerning supervision. Answers to the following questions were sought.

(1) What is the purpose of supervision?

(2) What supervisory techniques and practices are effective?

(3) Does supervision, as perceived by teachers and principals agree with supervision as perceived by experts?

(4) Is participation in curriculum studies effective in improvement of instruction?

(5) How effective are the services provided by central office and building supervisory personnel?

(6) How can supervision be improved?

(7) How effective is teacher evaluation?

The results of the study provide the basis for the following conclusions:

(1) Improvement of supervision must be based on common understanding between the principal and his teachers. Once the perceptions of the participants in the supervisory process are identified, a programme for improving supervision may be initiated.

(2) Principals should encourage co-operative planning and decision-making to increase teacher acceptance of the supervisory programme.

(3) Principals should provide opportunities for their teachers to

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[21]E. L. Walden, op. cit.

participate in curriculum studies as a means of promoting
curriculum improvement and teacher growth.

(4) Schools should seriously reconsider restructuring their super-
visory programmes to increase their effectiveness. The central
office should place more emphasis on co-ordination, while the
emphasis at the building level should be placed on the direct
supervisory function.

(5) Teachers should know what areas of their teaching are being
evaluated and should be actively engaged in improving the
evaluation process.

(6) The leadership of the principal is a factor in determining the
attitudes of his teachers toward supervision.

(7) Teachers who do not find agreement between their perceptions of
the purpose of supervision and the actual operation of the
supervisory programme tend to have negative attitudes toward
supervision.

The Marquit Study, 1968[22]

The purpose of this study was to compare teachers' and principals'
perceptions of supervisory stimuli as principals attempted to bring about
the overall improvement of instruction and to relate these perceptions to
factors such as age, experience, tenure of the teacher and size of the
school.

Marquit found the following:

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[22]Marquit, op. cit.

(1) Principals perceived themselves as providing supervisory
    stimuli more frequently than did their teachers perceive them
    as doing so. Overall, teachers perceived their principals as
    "rarely" or "sometimes" providing supervisory stimuli, while
    principals perceived themselves as "often" providing supervisory
    stimuli.

(2) As their ages increased, teachers tended to score higher on
    their perceptions of the principals' supervisory stimuli.

(3) As their experience increased, teachers tended to score higher
    on their perceptions of the principal's supervisory stimuli.

(4) Teachers' perceptions of supervisory stimuli scores tended to
    increase with an increase in school size and increased preparation
    for teaching.

(5) Tenured teachers tended to score significantly higher on perceptions
    of supervisory stimuli than did non-tenured teachers.

The Carman Study, 1970[23]

The major purpose of this study was to synthesize available
research findings, from 1955 through 1969, related to the roles and
responsibilities of general supervisors and directors of instruction.
Specific objectives of the study were as follows:

(1) To provide a systematic analysis of problems of roles and respon-
    sibilities in general supervision that have been investigated and

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[23]B. D. Carman, "Roles and Responsibilities in General Supervision
of Instruction: A Synthesis of Research Findings 1955-1969" (unpublished
Doctoral dissertation, The Florida State University, 1970).

to consolidate the resultant findings.

(2) To examine factors revealed in the studies, which are closely related to role performance, such as supervisory behaviour, attitudes, relationships and organization.

(3) To draw implications from the study which will help to clarify the roles and responsibilities of supervisors (general supervisors and directors of instruction).

(4) To detect gaps in present information and set forth recommendations for the direction of future research.

Analysis of all the data led to the following findings:

(1) The principle purpose of supervision is the co-ordination of effort to improve instruction. Major factors involved in this goal include the provision of leadership, the creation of productive instructional environment, curriculum development, and inservice training.

(2) The responsibilities most often reported for general supervisors are:

     (a) co-ordination of in-service education and workshops

     (b) fostering improvement in human relations

     (c) providing consultative help and instructional service.

(3) The degree of consensus among supervisors and other local school personnel regarding the actual and ideal roles of supervisors is relatively high. In addition, there is greater unanimity between supervisors and teachers concerning actual and ideal supervisory roles than either group has with administrators.

(4) The supervisory practices perceived to be most helpful by local

school personnel are related to developing curriculum, providing special materials and resources and giving practical assistance to specific problems.

(5) Effective supervisory behaviour as perceived by local school personnel is characterized by sincerity, consideration of teachers' problems, showing a willingness to help, being unobstrusive during classroom visits, inspiring teachers to improve their performance.

(6) A wide variety of opinions exist as to the administrative duties, if any, supervisors should perform. While such duties are considered an important aspect of the director of instruction's position, they appear to be less desirable for supervisors.

(7) Directors of instruction are charged with broad responsibility for the instructional programme, but the actual range of expected activities is narrower than for general supervision.

The Parsons' Study, 1971[24]

The objectives of this study were to determine teachers' perceptions of the effectiveness of influential supervisory roles in serving to improve teachers' behaviour with respect to the content, processes or outcomes of their work in the school or classroom and to determine the supervisory styles and behaviours which teachers perceived as contributing to the effectiveness of persons in these various roles.

Some of the findings of the Study were:

(1) The seven roles perceived to be most influential and effective were those of principal, programme consultant, other teacher,

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[24]Parsons, op. cit.

vice-principal, resource teacher, inspector and area superintendent.

(2) Teachers' perceptions of the effectiveness of these roles varied with type and size of school, sex, grade level taught and experience of the teacher. Almost ninety per cent of the teachers selected persons occupying these seven roles as the most effective supervisors.

(3) The principal was rated significantly higher than any other person.

(4) Effective supervisors were rated significantly and substantially higher on professional leadership, personal and institutional growth, social support and involvement of teachers than were ineffective supervisors, while support of teacher authority was most strongly related to the effectiveness of the principal.

(5) When teachers were asked to select the most effective role from all supervisory roles, over fifty per cent selected the principal, while roughly one-third of the teachers selected "other teacher", programme consultants, inspector, resource teacher, vice-principal and area superintendent, as the most effective.

(6) In selecting least effective positions, teachers showed wider ranges of choices than for most effective positions.

(7) Of the most effective roles, the principal was rated highest on staff involvement, growth processes, and support of teacher authority; the programme consultant highest on social support and professional leadership; the area superintendent lowest on support of teacher authority and bureaucratic standardization, while the inspector was rated highest on this scale and lowest

on social support, staff involvement and growth processes.

Parsons concluded that:

> Supervisors who work directly with teachers and wish to influence
> their classroom practice and encourage their professional growth
> must behave in ways congruent with teachers' expectations for
> involvement, social support, and stimulating leadership. . . .
> The effective supervisor, according to teachers' perceptions is
> one, who in attempting to provide leadership, is close to the
> teacher he is trying to help and uses the skills of facilitating
> personal and institutional growth, giving social support and
> involving the staff in the decision-making processes in the
> school.[25]

Conclusion

The review of the related literature in this chapter appears to

substantiate the overwhelming professional opinion that a more satisfactory

teacher-supervisor relationship could exist if teachers' perceptions

of supervisors were known. Although supervisors and teachers seem to

have different perceptions about superviosrs, we cannot know precisely

what these differences are until teachers' perceptions of supervisors

have been researched more thoroughly. Differing perceptions, when they

are not known or understood, may create numerous problems in teacher-

supervisor relationship. Swearington says, in relation to the uniqueness

of human perception:

> personal misunderstandings, strained relations, and what appears
> to be professional indifferences or antagonisms are often traceable
> to differences in perception springing from the uniqueness of
> experience.[26]

Unruh and Turner writing about the importance of teachers' percep-

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[25]Ibid., p. vi.

[26]M. E. Swearington, "Supervision of Instruction: Foundations
and Dimensions" (Boston: Allyn and Bacon, 1962), pp. 286-288.

tions had this to say:

> the supervisor must be aware of the fact that the teachers'
> perceptions of him and his role in the school district determines
> how they will receive his attention and suggestions. . . . If
> there is a wide divergence between how the supervisor perceives
> his role and how the teachers perceive it, problems will immediately
> arise. Lack of understanding and communication in such a situation
> will severely limit supervisory effectiveness or will cause the
> entire operation to abort, doing much damage to staff morals and
> to overall instructional efforts.[27]

Their statement, in conjunction with Harris' "Effectiveness of
supervision needs to be thoroughly researched"[28] and with that of Curtin,
"Perhaps the most significant way to view supervisory behaviour is
through the eyes of the teacher",[29] indicates that teachers' perceptions
need to be known.

Being aware of the need for further study in this field it is
hoped that the present study will be of value in adding to our present
understanding.

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[27]Unruh and Turner, p. 15.

[28]Harris, loc. cit.

[29]James Curtin, Supervision in Today's Elementary Schools, (New
York: The MacMillan Co., 1964), p. 31.

CHAPTER III

METHODOLOGY

Introduction

This study deals with Senior High School teachers' perceptions of the influence and effectiveness of supervisory roles in the school systems of Newfoundland and Labrador.

This chapter will describe

(i) the locale of the study and the population from which the sample was drawn

(ii) outstanding features of the sample

(iii) the process of data collection

(iv) the instrument used to collect the data

(v) the treatment of the data

The Locale of the Study

The educational area involved in this study includes the entire province of Newfoundland and Labrador. School Boards operating within this area are as follows:

Integrated School Boards

Vinland

Straits of Belle Isle

Deer Lake

Green Bay

Exploits Valley

Notre Dame

Terra Nova

Cape Freels

Bonavista-Trinity-Placentia

Labrador East

Avalon North

Avalon Consolidated

Burin Peninsula

Bay D'Espoir

Channel - Port aux Basques

Bay of Islands - St. George's

St. Barbe South

Labrador West

Ramea

Burgeo

Conception Bay South

Roman Catholic School Boards

Bay St. George

Burin Peninsula

Conception Bay Centre

Conception Bay North

Exploits - White Bay

Ferryland

Gander - Bonavista

Humber - St. Barbe

Labrador

Placentia East - St. Mary's

Port au Port West

St. John's

The Pentecostal Assemblies School Board

Seventh Day Adventist School Board

Private Schools

During the school year 1971-72 there were 164,469 pupils attending the 811 schools in the Province. The total number of teachers employed was 6808. Of this number 1102 or approximately 16 per cent, were teaching at the Senior High School level.

The Population of the Study

The population of this study consisted of all full-time personnel (excluding Principals, Vice-Principals and Guidance Counsellors) teaching at the Senior High School level in the Province of Newfoundland and Labrador. The size of the population was 1102 teachers. This population was obtained from the Department of Education records for the school year 1971-72. Included in the population were all males and females, of all levels of experience and training, teaching at the Senior High School level in the Integrated, Roman Catholic, Pentecostal, Seventh Day Adventist and Private Schools of the Province.

TABLE 1

SCHOOLS AND TEACHERS IN POPULATION BY
TYPE OF BOARD

Type of Board	Number of Schools	Number of Classrooms	Number of teachers
Integrated	277	3615	3825
Roman Catholic	244	2610	2634
Pentecostal	50	233	261
Seventh Day Adventist	5	30	26
Private	2	47	60
TOTALS	828	6535	6806

Teachers employed in schools operated by the Pentecostal Assemblies tended to have less professional preparation than teachers employed by the other boards.

The percentage of Certified teachers in each system was as follows:

Integrated	-- 91%
Roman Catholic	-- 95%
Pentecostal	-- 69%
Seventh Day Adventist	-- 96%
Private	-- 100%

Figures for teachers having a degree (or degree equivalent) do not

show so great a discrepancy among teachers employed by the school boards. However, in the Private Schools a significantly higher percentage of teachers hold degrees. (When considering these and related figures, it is wise to bear in mind that number of teachers attached to the Pentecostal, Seventh Day Adventist and Private systems is quite small as compared to the Integrated and Roman Catholic systems).

The percentage of teachers holding degrees was as follows:

Integrated   -- 40%

Roman Catholic   -- 33%

Pentecostal   -- 27%

Seventh Day Adventist -- 35%

Private   -- 92%

The Sample

A total of 300 teachers was selected randomly from a list compiled from the Department of Education files. Of these, 240 or 80 per cent of the teachers returned the questionnaires.

The number of teachers by the size of the school is given in Table 3. Of those in the sample, 97.5 per cent work in schools of 6 or more teachers, while 65.8 per cent are in schools of 12 or more teachers.

From Table 4 it can be seen that approximately 29 per cent of the teachers in the sample had less than four years experience and approximately 27 per cent had over 10 years experience. The mean experience was 4.0 years. One out of every ten in the sample is a beginning teacher.

TABLE **2**

TEACHERS IN THE SAMPLE BY THE TYPE OF BOARD

Type of Board	Teachers in the Sample		Teachers in the Population
	Number	Per Cent	Per Cent
Integrated	135	56.2	59.0
Roman Catholic	82	34.2	34.3
Others	23	9.6	6.7
	– P.A.(14)		
	– S.D.A.(0)		
	– Private(9)		
TOTAL	240	100.0	100.0

TABLE 3

TEACHERS BY SIZE OF SCHOOL

Number of Teachers in the School	The Sample	
	Frequency	Per Cent
2 – 5	6	2.5
6 – 11	76	31.7
12 – 18	61	25.4
More than 18	97	40.4
TOTAL	240	100.0

TABLE 4

TEACHERS BY YEARS OF EXPERIENCE

Years of Experience	The Sample	
	Frequency	Per Cent
Less than 1 year	27	11.2
1 - 3 years	42	17.5
4 - 10 years	105	43.8
11 - 20 years	38	15.8
More than 20 years	28	11.7
TOTAL	240	100.0

Table 5 classifies teachers by years of professional preparation. The average number of years spent in professional preparation by teachers in the sample was 5 years. Over 85% of the teachers in the sample hold a degree or degree equivalent while 96.7% have at least two years of professional and academic training beyond the secondary school level.

Table 6 gives the number and percentage of teachers in the sample by (a) the population of the <u>town</u> in which the school is located and (b) the total population of the <u>area</u> served by the school.

The effects of centralization can be seen from the figures listed in Table 6--in many cases the school serves an area much larger than the town in which it is located.

TABLE 5

TEACHERS BY YEARS OF PROFESSIONAL PREPARATION

Years of Professional Training	Frequency	Per Cent
None	1	0.4
Less than 1 year	3	1.2
1 year	4	1.7
2 years	7	2.9
3 years	21	8.7
4 years	49	20.4
5 years	69	28.8
6 years	52	21.7
More than 6 years	34	14.2
TOTAL	240	100.0

Table 7 compares the teachers in the sample and in the population by sex. Females formed a much higher percentage of the teachers working with Roman Catholic Boards (35 per cent) than with Integrated (11.8 per cent) or Other Boards (26 per cent). Of the 204 holding degrees (or degree equivalents) 165 were males—this represents 87.3 per cent of all males in the sample. The number of females holding degrees was 39 which represented 76.5 per cent of all females in the sample.

TABLE 6

TEACHERS BY SIZE OF TOWN AND SIZE OF AREA
SERVED BY THE SCHOOL

Size of Town	Frequency	Per Cent	Size of Area	Frequency	Per Cent
Less than 500	13	5.4	Less than 500	–	–
500 - 999	33	3.7	500 - 999	6	2.5
1000 - 4,999	94	39.2	1000 - 4,999	93	38.7
5,000 - 10,000	43	17.9	5,000 - 10,000	66	27.6
More than 10,000	57	23.8	More than 10,000	75	31.4
TOTAL	240	100.0		240	100.0

Table 7

TEACHERS BY SEX

Sex	The Sample		The Population
	Frequency	Per Cent	Per Cent
Male	189	78.7	79.0
Female	51	21.3	21.0
TOTAL	240	100.0	100.0

Collection of the Data

The main purpose of this study was to determine teachers' perceptions of influential and effective supervisory roles. To achieve this end, a process of examining and identifying effective and ineffective roles was needed. By use of a questionnaire modeled on the one devised by Dr. G. L. Parsons for use in his study, Senior High School teachers were asked to identify from a list of possible supervisory roles those roles which influenced their behaviour as a teacher with respect to the content, processes or outcomes of their work in the school or classroom. Next, teachers were asked to rate each influential role on the extent to which persons in that role helped them to improve their behaviour as a teacher with respect to the content, processes and outcomes of their teaching (effectiveness). Having identified the influential roles, and rated the supervisor on effectiveness, teachers were then asked to select the most effective and the least effective from the roles which they had identified as influential.

To adequately analyse the effects of such variables as length of experience and professional training, at the same time considering the size of the town in which the school is located and the type of school board, a random sample of 300 teachers was chosen from the list of Senior High School teachers compiled from the Department of Education files.

Teacher participation in the study was voluntary, however, a cover letter from Mr. Gilbert Pike, the President of the Newfoundland Teachers' Association encouraged teachers to participate in the study, but at the same time, emphasized that they were under no obligation to do so.

On February 21, 1972, materials consisting of a nine-page questionnaire, a self-addressed prepaid return envelope and postcard plus covering letters from the Newfoundland Teachers' Association and the Department of Educational Administration were sent to the teachers. On March 9, a follow-up letter was sent to all teachers who had not responded up to that date. Finally, on March 23, a second copy of the questionnaire (including a letter from Dr. G. L. Parsons of the Department of Educational Administration) was forwarded to teachers not yet responding.

The cut-off date of April 18 was set to give adequate time for key punching of the data. By that time 240 out of 300 questionnaires or 80 per cent of the total sample had been received.

The Nature of the Instruments

The research instrument used in this study was a modified version of Teacher Identification and Description of Supervisory Roles developed by Dr. G. L. Parsons. This instrument was made applicable to the Newfoundland and Labrador situation by making certain adaptations in the selection of roles and situational variables.

The following three instruments were used to gather data on teachers' perceptions of influential and effective supervisory roles and the factors related to these perceptions:

1. Form A - Teacher Information

This form requested information on type and size of school, population of town and area where teaching, grade level and subject areas taught, sex, teaching experience and professional preparation of the teacher.

2. Form B – Teacher Identification of Influential and Effective
    Supervisory Roles

On this form, a list of possible supervisory roles in the school,
school system, Department of Education, professional organization and
University was presented. In each of the four categories, teachers were
permitted to add any other supervisory roles he/she could identify.
Teachers were asked, first, to identify the supervisor in each role as
influential or non-influential and, secondly, to rate on a four point
scale, (very effective, effective, fairly effective and ineffective) the
extent to which the teacher perceived the supervisor to be helpful in
improving his/her behaviour as a teacher with respect to the content,
processes, or outcomes of his/her teaching in the school or classroom.
Teachers were to omit any role which they perceived as non-applicable to
their school or system.

3. Form C – Identification of the Most Effective and the Least Effective
    Supervisory Role

To complete this form, teachers were asked to reconsider all the
supervisory roles which they had identified as influential and rated
for effectiveness on the previous form. From these, the teachers were
requested to select the most effective supervisory role and the least
effective supervisory role. Teachers were also asked to rate the extent
to which their evaluation of the effectiveness of the most and the least
effective supervisory role was influenced by the person occupying that
role.

The Treatment of the Data

ANalysis 1: The Influential Roles

First, the data were analysed to determine which supervisory roles in the total school system were perceived by teachers to be most influential and to discover what factors were related to teachers' perceptions of the influence of a role. The influence of each role was determined by the number of teachers who perceived the role as affecting their behaviour both as a percentage of the number of teachers responding and as a percentage of the number of teachers who found the role applicable. The school and teacher factors were related to perceptions of influence by means of cross tabulations and chi-square tests for significant differences.

Analysis 2: The Effectiveness of Influential Roles

Teachers responding to the questionnaire had been asked to rate each influential role on effectiveness, that is, the extent to which they perceived persons in the role as helping them to _improve_ their behaviour with respect to the content, processes or outcomes of their teaching, on a continuum ranging from 4--very effective, to 1--ineffective. Each role was ranked on mean effectiveness scores which were calculated on the basis of (i) the number of teachers responding, (ii) the number of teachers for whom the role applied, and (iii) the number of teachers who found the role influential. Next, the school and teacher factors were related to the mean effectiveness scores of those teachers for whom the role applied by means of analysis of variance. Teachers' selections of the _most effective_ and _least effective_ supervisors were analysed by the number and percentage of teachers identifying supervisors in each role as effective and ineffective.

Finally, to determine if teachers rated the role or the person

presently occupying the role, they were asked to what extent did the person in the role identified contribute to their evaluation of its effectiveness. Ratings of 1 (to a great extent) and 2 (to some extent) were interpreted as an evaluation of the person rather than the role itself, while rating of 3 (to a lesser extent) and 4 (to no extent) were taken to indicate an evaluation of the role.

CHAPTER IV

ANALYSIS I: THE INFLUENCE OF SUPERVISORY ROLES

Introduction

This study was basically concerned with discovering those super-
visory roles which teachers perceived as serving to improve their behaviour
as teachers. The first step, therefore, was to have teachers identify
the roles which they felt were influential.

An influential role had been identified as one where the supervisor
in it was perceived by the teacher to be affecting or influencing the
teacher's behaviour with respect to the content, processes or outcomes
of the teacher's work in the school or classroom. Teachers participating
in the study had been asked to carefully examine twenty-two possible
supervisory roles in the school or school system and to identify by
circling YES (influential) or NO (not influential) whether the supervisor
in each role influenced their teaching behaviour. This chapter deals with
the number and per cent of teachers identifying each role as influential
and the relationship of type of board, size of school, size of town and
area served, professional preparation, experience and sex of teachers'
perceptions of roles as influential.

The Influence of Each Role

The influence of each role was determined in two ways: (1) by
the number of teachers identifying the role as influential as a percentage

of all teachers responding, and (2) by the number of teachers identifying the role as influential as a percentage of the teachers who found the role applicable. The first method presents a general picture of the perceived influence of supervisory roles throughout the whole province; the second takes into consideration those cases and situations where, because of size and other organizational constraints, the role does not apply, for example, the roles of vice-principal, subject department head and guidance counselor are not usually found in small schools, while other roles like that of assistant district superintendent were applicable to certain boards only.

The Influence of Each Role by All Teachers Responding

Table 8 ranks by number and per cent of all teachers responding, the influence of the twenty-two roles considered in the study. The principal was rated as the most influential. Over 77 per cent or 186 of the 240 teachers responding perceived this role as affecting their teaching behaviour. The second most influential role was that of vice-principal identified as influential by 54 per cent of the teachers responding. The five other roles identified as influential by at least 40 per cent of the teachers were those of district superintendent, board supervisor, other teacher, coordinating (or supervising) principal, and personnel associated with the Faculty of Education at Memorial University. Each of the four 'other roles' were identified as influential by less than five per cent of the teachers responding and was therefore excluded from further analysis.

TABLE 8

SUPERVISORY ROLES WHICH INFLUENCE TEACHER BEHAVIOUR BY NUMBER
AND PER CENT OF TOTAL TEACHERS IN THE SAMPLE

Supervisory Role	Rank (N=240)	Number of teachers rating as influential	Per Cent of teachers rating as influential	Number of teachers rating as non-influential	Per Cent of teachers rating as non-influential	Number of teachers rating the role
Principal	1	186	77.5	54	22.5	240
Vice-Principal	2	130	54.2	100	41.7	230
District Superintendent	3	120	50.0	120	50.0	230
Board Supervisor	4	107	44.6	126	52.5	233
Other Teacher	5	105	43.8	130	54.2	235
Personnel associated with the Faculty of Education at Memorial University	6.5	96	40.0	144	60.0	240
Coordinating (or supervising Principal	6.5	96	40.0	84	35.0	180
Consultant	8	80	33.3	159	66.2	239
Board Specialist	9.5	79	32.9	119	49.6	198
Personnel associated with Special Councils of the Newfoundland Teachers' Association	9.5	79	32.9	160	66.7	239

TABLE 8 (continued)

Supervisory Role	Rank (N=240)	Number of teachers rating as influential	Per Cent of teachers rating as influential	Number of teachers rating as non-influential	Per Cent of teachers rating as non-influential	Number of teachers rating the role
Personnel associated with the Central Office of the Newfoundland Teachers' Association	11	78	32.5	160	66.7	239
Personnel associated with the Local Branch of the Newfoundland Teachers' Association	12	76	31.7	164	68.3	240
Subject Department Head	13	69	28.7	57	41.7	230
Guidance Counselor	14	68	28.3	79	32.9	147
Chief Superintendent	15	55	22.9	184	76.7	239
Assistant District Superintendent	16	42	17.5	93	38.7	135
Assistant Chief Superintendent	17	36	15.0	203	84.6	239
Regional Superintendent	18	29	12.1	140	58.3	169
Other roles in the school	19	9	3.7	0	00	9

TABLE 8 (continued)

Supervisory Roles	Rank (N=240)	Number of teachers rating as influential	Per Cent of teachers rating as influential	Number of teachers rating as non-influential	Per Cent of teachers rating as non-influential	Number of teachers rating the role
Other roles in the Professional Organization and University	20	3	1.2	0	00	3
Other roles in the school system	21	2	0.8	0	00	2
Other roles in the Department of Education	22	0	00	0	00	0

The Influence of Each Role by Teachers for Whom the Role Applied

Table 9 gives the relative influence of each role, that is, the number of teachers who identified the role as influential as a per cent of the number of teachers for whom the role applied. When so ranked, of the seven most influential roles, six were the same as those rated as most influential on the basis of all teachers responding. These were the roles of principal, vice-principal, coordinating principal, district superintendent, other teacher and board supervisor. However, the role of personnel associated with the Faculty of Education, Memorial University which had placed in the top seven roles on the basis of all teachers responding, now ranked eighth. It was replaced by the role of guidance counselor which having ranked fourteenth on the basis of all teachers responding now rated the fifth most influential position. Table 10 compares the rank order of supervisory influence for all teachers responding and for only those teachers for whom the role applied. The seven roles which were identified as influential by more than forty per cent of all teachers responding and the seven which were identified as influential by more than forty per cent of those for whom the role applied (eight in all), were further examined to ascertain which school and teacher variables were related to teachers' perceptions of the influence of each.

Hypothesis I

It was hypothesized that the perceived influence of the supervisory role would decrease as the physical distance between the supervisor and the teacher increased. The rank orders of supervisory roles in Tables

TABLE 9

RELATIVE INFLUENCE OF EACH ROLE FOR ALL CASES
WHERE THE ROLE IS APPLICABLE

Role	Rank on relative influence	Influential		Total number of cases where role applies	Relative influence (per cent)
		Yes	No		
Principal	1	186	54	240	77.5
Vice-Principal	2	130	100	230	56.5
Coordinating (or Supervising) Principal	3	96	84	180	53.3
District Superintendent	4	120	120	240	50.0
Guidance Counselor	5	68	79	147	46.3
Board Supervisor	6	107	126	233	45.9
Other Teacher	7	105	130	235	44.7
Faculty of Education, Memorial University	8	96	144	240	40.0
Board Specialist	9	79	119	198	39.9
Consultant	10	80	159	239	33.3
Special Councils, NTA	11	79	160	239	33.1
Central Office, NTA	12	78	160	239	32.6
Local Branch, NTA	13	76	164	240	31.7
Assistant District Superintendent	14	42	93	135	31.1
Subject Department Head	15	69	57	230	30.0
Chief Superintendent	16	55	184	239	23.0
Regional Superintendent	17	29	140	169	17.2
Assistant Chief Superintendent	18	36	203	239	15.1

TABLE 10

COMPARISON OF RANK ORDER OF SUPERVISORY INFLUENCE
FOR ALL TEACHERS RESPONDING AND FOR THOSE
TEACHERS FOR WHOM THE ROLE APPLIED

Supervisory Role	Rank on Perceived Influence (all teachers responding)	Rank on Perceived Influence (teachers for whom the role applied)
Principal	1	1
Vice-Principal	2	2
District Superintendent	3	4
Board Supervisor	4	6
Other Teacher	5	7
Faculty of Education, M.U.N.	6.5	8
Coordinating Principal	6.5	3
Consultant	8	10
Board Specialist	9.5	9
Special Councils (N.T.A.)	9.5	11
Central Office (N.T.A.)	11	12
Local Branch (N.T.A.)	12	13
Subject Department Head	13	15
Guidance Counselor	14	5
Chief Superintendent	15	16
Assistant District Superintendent	16	14
Assistant Chief Superintendent	17	18
Regional Superintendent	18	17

$r_s = .87$; $p < .001$

8 and 9 support this hypothesis. The roles in the school and school system dominate the top half of the tables while roles at the Department of Education and Newfoundland Teachers' Association dominate the bottom half of the ranks. For further analysis a hypothesized rank order of roles has been correlated with the actual rank order of roles on relative influence (Table 11).

TABLE 11

CORRELATION OF A HYPOTHESIZED RANK ORDER OF
SUPERVISORY ROLES WITH THE ACTUAL
RANK ORDER ON RELATIVE INFLUENCE

Supervisory Role	Hypothesized Rank	Actual Rank on relative influence
Principal	1	1
Vice-Principal	2	2
Subject Department Head	3	15
Other Teacher	4	7
Guidance Counselor	5	5
Coordinating Principal	6	3
Board Supervisor	7	6
Board Specialist	8	9
District Superintendent	9	4
Assistant District Superintendent	10	14
Local Branch, N.T.A.	11	13
Special Council, N.T.A.	12	11
Faculty of Education, M.U.N.	13	8
Central Office, N.T.A.	14	12

TABLE 11 (continued)

Supervisory Role	Hypothesized Rank	Actual Rank on relative influence
Regional Superintendent	15	17
Consultant	16	10
Chief Superintendent	17	16
Assistant Chief Superintendent	18	18

$r_s = .71; p < .001$

Table 11 indicates that the hypothesis proved true, however, there were exceptions. The role of subject department head while in close proximity to the teacher was not perceived to be of much influence; on the other hand the roles of consultants and personnel associated with the Faculty of Education, Memorial University which are far removed from the teacher in physical distance were perceived to be more influential than several other roles closer in physical proximity. Teachers perceived the roles of superintendent and coordinating principal to be much more influential than had been hypothesized.

The Relationships Between School and Teacher Variables and Teachers' Perceptions of the Influence of Each Role

By means of cross-tabulations and chi-square tests, the data were analysed to discover the relationships between type of board, size of school, town and area served, professional preparation, experience and

sex of teachers and teachers' perceptions of the influence of each role.
Table 12 indicates in a general way the relationship between each school
and teacher variable and teachers' perceived influence of each role.
The results of the analysis of the eight most influential roles are
reported below.

(1) Principal

The principal was identified as influential by 186 of the 240
teachers reporting. The only factor found to be significantly related
to teachers' perceptions of the influence of the principal was pro-
fessional training (Table 13). Teachers with two years training as well
as those with five years training perceived the principal to be <u>less</u>
influential than did teachers with other levels of professional training
($p < .05$).

(2) Vice-Principal

Nearly fifty-seven per cent or 130 of the total number of
teachers in the sample identified the vice-principal as influencing them
in their behaviour as a teacher. The factors found to be related to
the perceptions of the influence of the vice-principal were the population
of the area served by the school, the professional training of the
teacher and the type of board under which the school operated (Table
14, 15). The vice-principal was found to be much <u>more</u> influential with
teachers working under the Integrated Board than with teachers under
Roman Catholic or Other Boards ($p < .01$). As the size of the area
served by the school increased, so did the teachers' perceptions of the

TABLE 12

CHI-SQUARE (χ) COEFFICIENT FOR PERCEIVED INFLUENCE
OF EACH SUPERVISORY ROLE BY EACH SCHOOL
AND TEACHER VARIABLE

Supervisory Role	Sex	Size of Town	Population of Area	Type of School Board	Size of School	Teaching Experience	Professional Preparation
Principal	2.313	2.108	4.472	.925	2.438	7.790	18.101[a]
Vice-Principal	.011	6.608	9.383[a]	9.560[c]	3.565	7.757	18.325[b]
Subject Department Head	.097	10.364[a]	12.543[c]	1.454	13.446[c]	2.116	15.813[a]
Other Teacher	.348	6.229	1.298	2.799	2.127	3.144	7.493
Guidance Counselor	.952	1.157	4.002	2.982	5.183	6.916	8.843
District Superintendent	2.490	3.792	.602	10.986[c]	3.214	3.307	9.337
Assistant District Superintendent	1.738	1.901	1.254	.799	2.558	1.712	9.573
Board Supervisor	12.597[c]	.468	.110	10.924[c]	4.703	3.995	4.297
Coordinating Principal	7.515[c]	9.138	4.665	18.971[c]	11.533[c]	3.097	5.127
Board Specialist	1.247	3.325	2.998	.532	6.112	4.075	13.045
Chief Superintendent	.008	3.137	2.050	.468	3.565	4.896	15.499
Assistant Chief Superintendent	.928	2.335	3.683	.440	1.246	10.084[a]	14.852

TABLE 12 (continued)

Supervisory Role	Sex	Size of Town	Population of Area	Type of School Board	Size of School	Teaching Experience	Professional Preparation
Consultant	.006	3.227	1.155	.696	4.987	1.214	14.574
Regional Superintendent	.975	3.932	.187	.345	4.376	4.567	15.558[a]
Local Branch, NTA	.045	5.774	3.536	.583	3.439	1.550	17.887[a]
Special Councils, NTA	.121	5.544	6.859	.018	5.426	1.971	25.737[a]
Central Office, NTA	1.073	3.315	4.795	2.059	3.143	7.298	17.082[c]
Faculty of Education, MUN	2.491	1.100	1.428	.071	2.103	5.878	14.273
Degrees of Freedom	1	4	3	2	3	4	8

a Level of Significance < .05

b Level of Significance < .02

c Level of Significance < .01

TABLE 13

RELATIVE INFLUENCE OF PRINCIPAL BY PROFESSIONAL
TRAINING OF THOSE PERCEIVING

Influential	Years of Professional Preparation							
	0-1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	Over 7 yrs.	Total
YES	7	4	17	43	43	42	30	186
	87.5%	57.1%	81.0%	87.8%	62.3%	80.8%	88.2%	77.5%
NO	1	3	4	6	26	10	4	54
	12.5%	42.9%	19.0%	12.2%	37.7%	19.2%	11.8%	22.5%
TOTAL	8	7	21	49	69	52	34	240
	3.7%	2.9%	8.8%	20.4%	28.8%	21.7%	14.2%	100%

$$\chi^2 = 18.1 \text{ (8 d.f.)};$$
$$p < .05$$

vice-principal's influence ($p < .05$). Teachers with four years training
as well as those with more than six years training perceived the vice-
principal to be _more_ influential than did teachers of all other levels
of professional training ($p < .02$).

(3) The Coordinating (or Supervising) Principal

The number of teachers identifying the coordinating principal as
influential was 96 or 53.3 per cent of the 180 cases where the role
applied. The factors found to be related to the perceptions of the
influence of the coordinating principal were type of board, size of

TABLE 14

RELATIVE INFLUENCE OF THE VICE-PRINCIPAL BY THE
PROFESSIONAL TRAINING OF TEACHERS' RATING

Influential	Years of Professional Training						
	0-2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	Over 6 yrs.	Total
YES	6	13	33	27	28	23	130
	40%	65%	70.2%	40.9%	57.1%	69.7%	56.5%
NO	9	7	14	39	21	10	100
	60%	35%	29.8%	59.1%	42.9%	30.3%	43.5%
TOTAL	15	20	47	66	49	33	230
	6.6%	8.7%	20.4%	28.7%	21.3%	14.3%	100%

$$\chi^2 = 18.3 \ (8 \ \text{d.f.});$$
$$p < .02$$

school and sex of teacher (Table 16). The coordinating principal was
perceived to be _more_ influential by male teachers than by female
teachers ($p < .01$). Teachers working with the Roman Catholic Boards
perceived the coordinating principal to be much _less_ influential than
did teachers with Integrated and Other Boards ($p < .01$). Teachers in
very large schools (more than 18 teachers) perceived the coordinating
principal to be much _less_ influential than did teachers in all other
size schools ($p < .01$).

TABLE 15

RELATIVE INFLUENCE OF THE VICE-PRINCIPAL BY TYPE
OF BOARD AND POPULATION OF AREA SERVED

Influential	Type of Board			Population of Area Served by School			
	Integrated	R. C.	Others	500–999	1000–4999	5000–10,000	> 10,000
YES	85	35	10	1	42	38	49
	65.4%	44.9%	45.5%	16.7%	48.8%	58.5%	67.1%
NO	45	43	12	5	44	27	24
	34.6%	55.1%	54.5%	83.3%	51.2%	41.5%	32.9%
TOTAL	130	78	22	6	86	65	73
	56.5%	33.9%	9.6%	2.6%	37.4%	28.3%	31.7%

$$\chi^2 = 9.6 \text{ (2 d.f.)}; \qquad \chi^2 = 9.4 \text{ (2 d.f.)};$$
$$p < .01 \qquad\qquad p < .05$$

(4) District Superintendent

The number of teachers identifying the district superintendent
as influential was 120--exactly half of the total teachers reporting.
The only factor significantly related to teachers' perceptions of the
influence of district superintendent was type of board (Table 17). The
district superintendent was perceived to be _less_ influential by
teachers working with the Roman Catholic Boards than by teachers working
with the Integrated and Other Boards (p < .01).

TABLE 16

RELATIVE INFLUENCE OF THE COORDINATING (OR SUPERVISING)
PRINCIPAL BY SEX OF TEACHER, TYPE OF
BOARD AND SIZE OF SCHOOL

Influential	Sex of Teacher		Type of Board			Size of School		
	Male	Female	Integrated	R. C.	Others	2-11	12-18	< 18
YES	86	10	70	15	11	43	27	26
	58.5%	30.3%	64.2%	28.3%	61.1%	66.1%	57.4%	38.2%
NO	61	23	39	38	7	22	20	42
	30.3%	69.7%	35.8%	71.7%	38.9%	33.9%	42.6%	61.8%
TOTAL	147	33	109	53	18	65	47	68
	81.7%	18.3%	60.6%	29.4%	10.0%	36.1%	26.1%	37.8%

$\chi^2 = 7.5$ (1 d.f) $\chi^2 = 18.9$ (2 d.f) $\chi^2 = 11.5$ (3 d.f.)

$p < .01$ $p < .01$ $p < .01$

(5) Guidance Counselor

The number of teachers rating this role as influential was 68 or 46.3 per cent of the cases where the role applied. There were no significant factors in ratings of this role by different groups of teachers.

(6) Board Supervisor

Nearly forty six per cent (107) of the teachers for whom the role applied (233) identified the board supervisor as influential. The two factors related to teachers' perceptions of the board supervisor's

TABLE 17

RELATIVE INFLUENCE OF THE DISTRICT SUPERINTENDENT
BY TYPE OF BOARD

Influential	Type of Board			
	Integrated	R. C.	Others	Total
YES	79	29	12	120
	58.5%	35.4%	52.2%	50.0%
NO	56	53	11	120
	41.5%	64.6%	47.8%	50.0%
TOTAL	135	82	23	240
	56.3%	34.2%	9.6%	100%

$$\chi^2 = 10.9 \ (2 \ d.f.);$$
$$p < .01$$

influence were sex of teacher and type of board (Table 18). The board
supervisor was perceived to be much _more_ influential by male teachers
than by female teachers (p < .01). Teachers working with the Roman
Catholic Boards perceived the board supervisor to be much _less_ influential
than did teachers with the Integrated and Other Boards (p < .01).

(7) Other Teachers

Other teachers were identified as influential by 105 of the 235
teachers to whom the role applied. No factors were significantly related
to teachers' perceptions of the influence of this role.

TABLE 18

RELATIVE INFLUENCE OF THE BOARD SUPERVISOR
BY SEX AND TYPE OF BOARD

Influential	Sex of Teacher		Type of Board		
	Male	Female	Integrated	R. C.	Others
YES	96	11	71	25	11
	52.2%	22.4%	54.6%	31.3%	47.8%
NO	88	38	59	55	12
	47.8%	77.6%	45.4%	68.8%	52.2%
TOTAL	184	49	130	80	23
	79.0%	21.0%	55.8%	34.3%	9.9%

$$\chi^2 = 12.6 \ (1 \ d.f.) \qquad \chi^2 = 10.9 \ (2 \ d.f.)$$

$$p < .01 \qquad p < .01$$

(8) Personnel associated with the Faculty of Education, Memorial
University

The number of teachers identifying this role as influential was
96 which was 40 per cent both of the total number of respondents and of
the cases where the role applied. There were no significant differences
in ratings of this role by different groups of teachers.

Hypotheses related to Teachers' Perceptions of Supervisory Influence

A further analysis of the relationships between the school and
teacher variables and teachers' perceptions of the influence of each

role was done using seven non-directional hypotheses related as follows:

Hypothesis 2

For each supervisory role, it was hypothesized that sex and teachers' perceived influence were significantly related. The data showed that the only roles significantly related to sex were board supervisor and coordinating principal. Of the 233 teachers who found the role of board supervisor applicable, 107 or 45.9 per cent perceived it to be influential. Male teachers perceived the board supervisor to be _more_ influential than did female teachers (see Table 18). Ninety-six teachers or 53.3 per cent of the 180 teachers who found the role of coordinating principal applicable, perceived it to be influential. As with the board supervisor, the coordinating principal was perceived to be _more_ influential by male teachers (see Table 16).

Hypothesis 3

For each supervisory role, it was further hypothesized that the size of the town in which the school is located and teachers' perceived influence were significantly related. The data showed that the only role significantly related to size of town was that of subject department head. Of the 126 teachers who found the role applicable, 69 or 54.8 per cent perceived it to be influential. Teachers in schools located in towns of more than 10,000 perceived the subject department head to be _more_ influential than did those teaching in schools located in towns of any other size.

Hypothesis 4

For each supervisory role, it was hypothesized that the population of the area served by the school was significantly related to teachers' perceptions of supervisory influence. The data showed that only two roles were significantly related to this variable--vice-principal and subject department head. Of the 230 teachers who found the role of vice-principal applicable, 130 or 56.5 per cent perceived it to be influential. As the size of area served by the school increased, so too did the teachers' perceived influence of the vice-principal (see Table 15). Sixty-nine or 54.8 per cent of the 126 teachers who rated the role of subject department head, perceived it to be influential. Here also, an increase in the size of the area served reflected an increase in the perceived influence of the role.

Hypothesis 5

For each supervisory role, it was hypothesized that the type of board and teachers' perceptions of influential supervisory roles were significantly related. The data showed that four roles--vice-principal, district superintendent, board supervisor and coordinating principal were significantly related to this variable. The vice-principal was perceived to be much _more_ influential by teachers working with the Integrated Boards than by teachers with the Roman Catholic or Other Boards (see Table 15). One hundred and twenty or 50 per cent of the 240 teachers who found the role of district superintendent applicable, perceived it to be influential. Teachers working with Integrated and Other Boards

perceived this role to be _more_ influential than did those working with

Roman Catholic Boards (see Table 17). As was the case with the role of

district superintendent, teachers with the Integrated and Other Boards

perceived the role of board supervisor (see Table 18), and the role of

coordinating principal (see Table 16) to be more influential than did

teachers with the Roman Catholic Boards.

Hypothesis 6

For each supervisory role, it was hypothesized that the size of

the school was significantly related to teachers' perceptions of super-

visory influence. The data showed that the only two roles which were

significantly related to size of the school were subject department head

and coordinating principal. As the size of the school increased so also

did the supervisory influence of the subject department head. However,

teachers in very large schools (more than 18 teachers) perceived the

coordinating principal to be much _less_ influential than did teachers

in all other size schools (see Table 16).

Hypothesis 7

For each supervisory role it was also hypothesized that teaching

experience was significantly related to teachers' perceived influence.

The data showed that the only role significantly related to teaching

experience was that of assistant chief superintendent. Of the 239

teachers who rated the role applicable, only 36 or 15.1 per cent perceived

it to be influential. Teachers with 1-3 years experience as well as

those with 11-20 years perceived much _less_ influence from the assistant

chief superintendent than did teachers with all other lengths of experience.

Hypothesis 8

And finally for each supervisory role, it was hypothesized that the length of professional and academic training was significantly related to teachers' perceptions of influential supervisory roles. The data showed that seven roles were significantly related to this variable, namely: principal, vice-principal, subject department head, regional superintendent, personnel associated with the Local Branch, the Special Councils, and the Central Office of the Newfoundland Teachers' Association. The role of principal was perceived to be much less influential by teachers with two years training as well as by those with five years training than by teachers at each other level of professional and academic training (see Table 13). The role of vice-principal was perceived to be more influential by teachers with four years training as well as by those with more than six years training than by teachers with all other levels of professional and academic training (see Table 14). While teachers with five years training perceived the subject department head to be much less influential than did teachers with other levels of training, those with more than six years training perceived the role to be much more influential than did all others. Of the 169 teachers who found the role of regional superintendent applicable, only 29 or 17.2 per cent perceived it to be influential. None of the teachers with less than three years training and only one of the twenty-nine with six years training perceived

the role of regional superintendent to be influential. However, teachers
with more than six years training perceived the subject department head
to be far more influential than did those with each other level of
training. The roles of personnel associated with the Local Branch,
Special Councils and Central Office of the Newfoundland Teachers' Association
were each perceived to be influential by approximately one-third of the
teachers who found these roles applicable. In each case, teachers with
more than five years training perceived the role to be much more influential
than did teachers with less academic and professional training.

Summary

Of the twenty-two roles considered, those perceived by teachers
as the most influential in affecting their behaviour with respect to the
content, processes or outcomes of their teaching were principal, vice-
principal, coordinating principal, district superintendent, other teacher,
guidance counselor, board supervisor and personnel associated with the
Faculty of Education, Memorial University. Of these, the most influential
was the principal. The vice-principal was perceived to influence the
behaviour of teachers working with the Integrated Boards. The influence
of this role was also related to the size of the area served by the
school--the larger the area, the greater the perceived influence. The
coordinating principal, the district superintendent, and the board
supervisor were perceived to be most influential by teachers working with
the Integrated and Other Boards. Male teachers and those teaching in
small and middle size schools also perceived the coordinating principal

to be most influential. Board supervisors' influence was also related to sex—males perceived this role to be most influential. No factors were significantly related to the roles of guidance counselor, other teacher, and personnel associated with the Faculty of Education, Memorial University.

It had been hypothesized that teachers' perceptions of supervisory influence would be significantly related to the seven school and teacher variables specified. However, the data revealed very few significant relationships between these variables and the supervisory roles. The only roles significantly related to the sex of the teacher were board supervisor and coordinating principal. Only one role—subject department head—was significantly related to the size of town. Two roles—vice-principal and subject department head were found to be significantly related to the population of the area served. The variable type of board was found to be significantly related to four roles—vice-principal, district superintendent, board supervisor, and coordinating principal. Only one role, that of assistant chief superintendent, was significantly related to teaching experience. Subject department head and coordinating principal were the only roles significantly related to teaching experience. Finally, the teachers' professional and academic training was found to be significantly related to seven of the twenty-two supervisory roles— namely—principal, vice-principal, subject department head, regional superintendent, personnel associated with the Local Branch, Special Councils and Central Office of the Newfoundland Teachers' Association.

It was also hypothesized that the perceived influence of the supervisor would decrease as the physical distance between the supervisor and the teacher increased. While the data generally supported this hypothesis, there were certain roles where the contrary prevailed. The role of subject department head, for example, while in close proximity to the teacher was not perceived to be of much influence. On the other hand, the role of personnel associated with the Faculty of Education, Memorial University--a role far removed from the teacher in physical distance--was perceived to be much more influential than several other roles in closer physical proximity.

Chapter V analyzes the effectiveness of each role in helping the teacher improve his/her teaching behaviour.

CHAPTER V

ANALYSIS 2: THE EFFECTIVENESS OF SUPERVISORY ROLES

Introduction

An effective supervisory role had been defined as an influential
role where the influence of the person in it served to improve the
teacher's behaviour with respect to the content, processes, or outcomes
of his/her work in the school or classroom. Teachers had been asked to
rate the effectiveness of each of the roles which they had identified as
influential using a scale ranging from 4--very effective to 1--ineffective.
After a careful consideration of all the influential supervisory roles
which they had rated on effectiveness teachers were asked to identify
the most effective and least effective role. Having selected a most
effective and a least effective role, teachers were then asked to identify
the extent to which the person presently occupying the role influenced
their decision.

Analysis 2 is divided into three parts:

(1) Identifying the most effective supervisory roles from teachers'
    ratings of each role.

    Mean effectiveness scores for each role were calculated in three
    different ways. First, the total effectiveness score for each
    role was divided by the total number of teachers responding
    (240). The mean score thus derived gave a general picture of
    the effectiveness of each role throughout the province. Second,
    the mean effectiveness score for each role was found by dividing

the total effectiveness score for each role by the number of
teachers who found the role applicable to their school or
system. Third, the mean effectiveness scores were calculated
for each role for only those teachers who rated the role as
influential.

(2) Analyzing the mean effectiveness scores of teachers for whom the
role applied by type of board, size of school, population of
town, population of area served, sex, professional preparation
and experience of the teachers.

(3) Analyzing teachers' selections of the most effective and least
effective supervisors and analyzing teachers' ratings of the
extent to which their selections of most effective and least
effective supervisors are influenced by the persons presently
occupying these roles.

ROLE EFFECTIVENESS

The Effectiveness of Each Role by all Teachers Responding

Table 19 shows the mean effectiveness score for each role which
was computed by dividing the total effectiveness score for each role by
the number of teachers (240). This table presents a picture of the
effectiveness of supervisory roles throughout the province when all
teachers were considered. From the analysis of teachers' ratings of the
influence of supervisory roles, seven roles had been identified as
influential by at least forty per cent of the teachers.[1] These roles

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[1]See Table 8.

TABLE 19

TOTAL AND MEAN EFFECTIVENESS SCORES FOR EACH SUPERVISORY ROLE
BY ALL TEACHERS IN THE SAMPLE (N = 240)

Supervisory Role	Rank	Total Effectiveness Score	Mean Effectiveness Score
Principal	1	487	2.03
Vice-Principal	2	310	1.29
Other Teacher	3	287	1.20
District Superintendent	4	269	1.12
Coordinating Principal	5	232	.96
Board Supervisor	6	230	.95
Faculty of Education, M.U.N.	7	219	.91
Board Specialist	8	197	.82
Consultant	9	181	.75
Subject Department Head	10	178	.74
Central Office, NTA	11	166	.69
Special Council, NTA	12	163	.67
Guidance Counselor	13	160	.66
Local Branch, NTA	14	154	.64
Chief Superintendent	15	109	.45
Assistant District Superintendent	16	81	.33
Assistant Chief Superintendent	17	63	.26
Regional Superintendent	18	52	.21
Others (School)	19	31	.12
Others (NTA and MUN)	20	8	.03
Others (Department of Education)	21	6	.02
Others (School System)	22	0	.00

and the percentages of teachers identifying them were: principal (78%), vice-principal (54%), district superintendent (50%), board supervisor (45%), other teacher (44%), personnel associated with the Faculty of Education, Memorial University (40%), and coordinating principal (40%). Each of the 15 remaining roles were identified as influential by less than forty per cent of the teachers.

From Table 20, it may be seen that these same seven roles which were identified as influential by at least forty per cent of the teachers responding were also rated as the seven most effective of the twenty-two roles considered. The rank orders of these seven roles on teachers' perception of influence and effectiveness are remarkably similar as Table 20 shows (r_s = .80; p < .05). As was the case with teachers' ratings of the role on influence, the principal's mean effectiveness score was significantly higher than that of any other role (p < .05), while the mean effectiveness scores for the other six most influential roles ranged from 1.29 for vice-principal to .91 for personnel associated with the Faculty of Education, Memorial University (Table 19).

The Effectiveness of Each Role by Teachers Who Found the Role Applicable to Their School or System

Table 21 shows the mean effectiveness scores for each role calculated by dividing the total effectiveness score by the number of teachers who found the role applicable to their school or system. The rank of roles based on this effectiveness mean was somewhat different from the rank order of roles based on the mean for all teachers responding. The roles of principal, vice-principal, coordinating principal, other teacher, and district superintendent again ranked among the seven

TABLE 20

TEACHERS' RATINGS OF THE SEVEN MOST INFLUENTIAL ROLES ON
INFLUENCE AND EFFECTIVENESS WHEN ALL TEACHERS
IN THE SAMPLE WERE CONSIDERED

Supervisory Role	Influence Scores	Rank	Effectiveness Scores	Rank
Principal	186	1	487	1
Vice-Principal	130	2	310	2
District Superintendent	120	3	269	4
Board Supervisor	107	4	230	6
Other Teacher	105	5	287	3
Personnel Associated with the Faculty of Education, Memorial University	96	6.5	219	7
Coordinating Principal	96	6.5	232	5

$r_s = 80; \ p < .05$

most effective roles when mean effectiveness was based on the number of
teachers who perceived the role as applicable to their school or school
system. However, board supervisor and personnel associated with the
Faculty of Education, Memorial University having placed sixth and seventh
on rankings based on all respondents now placed eighth and tenth respectively.
They were replaced among the seven most effective roles by subject department
head and guidance counselor. The role of subject department head moved
from thirteenth to second place when mean effectiveness was based on the
number of teachers who perceived the role as applicable to their school or

TABLE 21

TOTAL AND MEAN EFFECTIVENESS SCORES FOR EACH SUPERVISORY ROLE
BY TEACHERS FOR WHOM THE ROLE APPLIED

Supervisory Role	Rank on mean score	Total Effectiveness Score	Number of Teachers to Whom the Role Applied	Mean Effectiveness Score
Principal	1	487	240	2.03
Subject Department Head	2	178	126	1.41
Vice-Principal	3	310	230	1.35
Coordinating Principal	4	232	180	1.28
Other Teacher	5	287	235	1.22
District Superintendent	6	269	240	1.12
Guidance Counselor	7	160	147	1.08
Board Specialist	8	197	198	0.99
Board Supervisor	9	230	233	0.98
Faculty of Education, MUN	10	219	240	0.91
Consultant	11	181	239	0.75
Central Office, NTA	12	166	240	0.69
Special Councils, NTA	13	163	239	0.67
Local Branches, NTA	14	154	240	0.64
Assistant District Superintendent	15	81	135	0.60
Chief Superintendent	16	109	239	0.45
Regional Superintendent	17	52	169	0.30
Assistant Chief Superintendent	18	63	239	0.26

TABLE 22

TEACHERS' RATINGS OF THE SEVEN MOST INFLUENTIAL ROLES ON RELATIVE
INFLUENCE AND RELATIVE EFFECTIVENESS WHEN ONLY CASES WHERE
THE ROLE APPLIED WERE CONSIDERED

Role	Relative Influence (Per Cent)	Rank on Relative Influence	Mean Effectiveness Score Where the Role Applies	Rank on Relative Effectiveness
Principal	77.5	1	2.03	1
Vice-Principal	56.5	2	1.35	3
Coordinating Principal	53.3	3	1.28	4
District Superintendent	50.0	4	1.12	6
Guidance Counselor	46.3	5	1.08	7
Board Supervisor	45.9	6	0.98	9
Other Teacher	44.7	7	1.22	5

r_s = .80; p < .05

school system. The mean effectiveness score for the principal remained
the same but the mean scores for the other six roles generally increased.
Table 22 compares the seven most influential roles on relative influence
(the percentage of teachers rating the role as influential where the role
applied) and on relative effectiveness (effectiveness scores by teachers
where the role applied). It can be seen that six of the seven roles
perceived to be most influential by the teachers for whom the role applied
were also rated among the seven most effective roles. When the mean
score was based on the teachers for whom the role applied, board supervisor

dropped from sixth to ninth position while the role of subject department head having placed tenth on the basis of all teachers responding was now rated as the second most effective role.

The Effectiveness of Each Role by the Number of Teachers Who Identified the Role as Influential

Another way to compare the effectiveness of supervisory roles was to divide the total effectiveness score for each role by the number of teachers who identified the role as influential. When the seven most influential roles were ranked on this basis (Table 23), it was found that the ranks of the seven most influential roles were similar to the ranks based on the means of all teachers responding ($r = .61$; $p < .05$). However, there were certain differences. When ranked on this basis, the role of principal which had the highest mean effectiveness score when rankings were based on all respondents as well as when based on only those teachers for whom the role applied, was now replaced in first position by the role of other teacher. The mean effectiveness scores based on the smaller number of teachers ranged from 2.15 for the board supervisor to 2.68 for other teacher.

A Summary of Mean Effectiveness Scores

The seven roles which had been identified as influential by at least 40 per cent of the teachers responding were also rated as the seven most effective roles when the mean effectiveness scores were based on the total number of teachers responding or on only those teachers who found the role influential. However, when the mean effectiveness scores were based on the number of teachers for whom the role applied, two of

TABLE 23

MEAN EFFECTIVENESS SCORES AND RANKS OF ROLES BY TEACHERS
IDENTIFYING THE ROLE AS INFLUENTIAL FOR THE SEVEN
ROLES IDENTIFIED AS INFLUENTIAL BY AT LEAST
FORTY PER CENT OF THE TEACHERS

Supervisory Role	Rank on Mean of Effectiveness Where the Role is Rated as Influential	Total Effectiveness Score	Number of Teachers Rating as Influential	Mean Effectiveness Score Where Role is Influential
Other Teacher	1	287	107	2.68
Principal	2	487	186	2.62
Coordinating Principal	3	232	96	2.42
Vice-Principal	4	310	131	2.37
Faculty of Education, MUN	5	219	95	2.30
District Superintendent	6	269	121	2.22
Board Supervisor	7	230	107	2.15

the seven roles which had been identified as influential by at least 40
per cent of the teachers responding did not place among the seven most
effective roles (they were replaced by the roles of subject department
head and guidance counselor).

The seven most effective roles based on the total number of
teachers responding or on only those teachers who found the role
influential were principal, vice-principal, other teacher, district

superintendent, coordinating principal, board supervisor and personnel
associated with the Faculty of Education, Memorial University. Based
on the number of teachers for whom the role applied, the seven most effective
roles were those of principal, subject department head, vice-principal,
coordinating principal, other teacher, district superintendent and
guidance counselor.

Hypothesis 9

It had been hypothesized that the perceived effectiveness of the
supervisory role would decrease as the physical distance between the super-
visor and the teacher increased. The rank order of supervisory roles in
Tables 19 and 21 support this hypothesis. As in the case of perceived
influence, the roles in the school and school system dominated the top
half of the tables while roles at the Department of Education and in the
Newfoundland Teachers' Association dominated the bottom half of the rank
order tables. For further analyses, a hypothesized rank order of roles has
been correlated with the actual rank order of roles on relative effectiveness
(Table 24).

Table 24 indicates that the hypothesis generally could be accepted,
however, for certain roles such was not the case. The role of assistant
district superintendent, for example, was perceived to be much less effective
than had been hypothesized while at the same time, teachers perceived the
role of consultant to be much more effective than had been hypothesized.

Hypothesis 10

It was hypothesized that there would be a high positive correlation
between the rank order of influential and effective supervisory roles.
When all teachers responding were considered the correlation between the

TABLE 24

HYPOTHESIZED RANK ORDER OF ROLES AS CORRELATED WITH THE
ACTUAL RANK ORDER OF ROLES ON RELATIVE EFFECTIVENESS

Supervisory Role	Hypothesized Rank	Rank on Actual Relative Effectiveness
Principal	1	1
Vice-Principal	2	3
Subject Department Head	3	2
Other Teacher	4	5
Guidance Counselor	5	7
Coordinating Principal	6	4
Board Supervisor	7	9
Board Specialist	8	8
District Superintendent	9	6
Assistant District Superintendent	10	15
Local Branch, NTA	11	14
Special Councils, NTA	12	13
Faculty of Education, M.U.N.	13	10
Central Office, NTA	14	12
Regional Superintendent	15	17
Consultant	16	11
Chief Superintendent	17	16
Assistant Chief Superintendent	18	18

TABLE 25

TEACHERS' RATINGS OF ALL INFLUENTIAL ROLES ON RELATIVE
INFLUENCE AND RELATIVE EFFECTIVENESS WHEN ALL
TEACHERS IN THE SAMPLE WERE CONSIDERED

Supervisory Role	Relative Influence (Per Cent)	Rank on Influence	Mean Effectiveness Score	Rank on Effectiveness
Principal	77.5	1	2.03	1
Vice-Principal	54.2	2	1.29	2
District Superintendent	50.0	3	1.12	4
Board Supervisor	44.6	4	.95	6
Other Teacher	43.8	5	1.20	3
Faculty of Education, M.U.N.	40.0	6.5	.91	7
Coordinating Principal	40.0	6.5	.96	5
Consultant	33.3	8	.75	9
Board Specialist	32.9	9.5	.82	8
Special Councils, NTA	32.9	9.5	.67	12
Central Office, NTA	32.5	11	.69	11
Local Branch, NTA	31.7	12	.64	14
Subject Department Head	28.7	13	.74	10
Guidance Counselor	28.3	14	.66	13
Chief Superintendent	22.9	15	.45	15
Assistant District Superintendent	17.5	16	.33	16
Assistant Chief Superintendent	15.0	17	.26	17
Regional Superintendent	12.1	18	.21	18
Others (School)	3.7	19	.12	19
Others (NTA and MUN)	1.2	20	.03	20
Others (School System)	0.8	21	.00	22
Others (Department of Education)	0.0	22	.02	21

$r = .98$; $p < .001$

rank order of influential and effective supervisory roles was .98 with
a probability of < .001 (Table 25). Similarly when only cases where the
role applied were considered the correlation was .80 with the same
probability (Table 26). Therefore, the hypothesis was accepted.

Analysis of Mean Effectiveness Scores of Teachers for Each of the Most Effective Roles by School and Teacher Variables

The purpose of this analysis was to find the relationship of
type of board, size of school, population of town and of area served,
sex, professional preparation and experience of the teach to teachers'
perceptions of the effectiveness of each supervisory role. For this
purpose, the mean effectiveness score was found by dividing the total
effectiveness score for each role by the number of teachers for whom the
role applied. The differences between and among groups on mean effect-
iveness scores were tested for significance by means of analysis of
variance. Table 27 indicates in a general way the relationship between
each school and teacher variable and teachers' perceptions of the
effectiveness of each supervisory role. The results of the analysis of
the ten most effective roles are reported below.

1. Sex of teacher

The mean effectiveness score for each of the ten most effective
roles by sex of teachers is given in Table 28. Male teachers perceived
board supervisors and coordinating principal to be more effective than
did female teachers. The probability of the differences between the
mean occurring by chance was less than .004 for the board supervisor
and less than .02 for coordinating principal. There were no significance
at the .05 level between the means of male and female teachers for the

TABLE 26

TEACHERS' RATINGS OF ALL INFLUENTIAL ROLES ON RELATIVE
INFLUENCE AND RELATIVE EFFECTIVENESS WHEN ONLY
THE CASES WHERE THE ROLE
APPLIED WERE CONSIDERED

Supervisory Role	Relative Influence (Per Cent)	Rank on Relative Influence	Mean Effectiveness Score	Rank on Relative Effectiveness
Principal	77.5	1	2.03	1
Vice-Principal	56.5	2	1.35	3
Coordinating Principal	53.3	3	1.28	4
District Superintendent	50.0	4	1.12	6
Guidance Counselor	46.3	5	1.08	7
Board Supervisor	45.9	6	0.98	9
Other Teacher	44.7	7	1.22	5
Faculty of Education, M.U.N.	40.0	8	0.91	10
Board Specialist	39.9	9	0.99	8
Consultant	33.3	10	0.75	11
Special Councils, NTA	33.1	11	0.67	13
Central Office, NTA	32.6	12	0.69	12
Local Branch, NTA	31.7	13	0.64	14
Assistant District Superintendent	31.1	14	0.60	15
Subject Department Head	30.0	15	1.41	2
Chief Superintendent	23.0	16	0.45	16
Regional Superintendent	17.2	17	0.30	17
Assistant Chief Superintendent	15.1	18	0.26	18

$r = .80$; $p < .001$

TABLE 27

F-RATIO COEFFICIENTS FOR PERCEIVED EFFECTIVENESS OF EACH
SUPERVISORY ROLE BY EACH SCHOOL AND TEACHER VARIABLE

Supervisory Role	Sex	Size of Town	Population of Area	Type of School Board	Size of School	Teaching Experience	Professional Preparation
Principal	0.16	0.91	2.16	0.89	0.48	2.92^b	2.66^c
Vice-Principal	0.01	1.36	3.22^b	1.16	1.70	3.18^b	2.34^b
Subject Department Head	1.55	4.26^c	7.95^c	1.06	5.57^c	0.76	2.25
Other Teacher	0.36	2.76^b	0.68	2.15	1.11	0.34	0.83
Guidance Counselor	2.28	0.52	1.75	2.34	1.85	1.25	0.83
District Superintendent	3.51	1.66	0.73	6.00^c	1.45	0.85	1.01
Assistant District Superintendent	3.37	0.17	0.63	0.66	0.52	1.53	1.24
Board Supervisor	8.89^c	0.10	0.08	4.84^c	1.31	0.94	0.76
Coordinating Principal	6.27^b	1.99	3.02^c	8.68^b	3.38	1.07	0.92
Board Specialist	0.58	0.60	0.71	0.18	1.83	0.73	1.22
Chief Superintendent	0.09	0.75	0.66	0.14	1.14	1.34	1.76
Assistant Chief Superintendent	1.04	0.76	0.62	2.02	0.97	0.45	1.23
Consultant	0.08	0.62	0.83	0.33	1.10	1.02	1.63
Regional Superintendent	0.79	1.12	0.46	0.30	1.44	1.05	1.47

TABLE 27 (continued)

Supervisory Role	Sex	Size of Town	Population of Area	Type of School Board	Size of School	Teaching Experience	Professional Preparation
Local Branch, NTA	0.17	0.99	0.79	0.26	0.96	0.59	2.27[b]
Special Councils, NTA	0.37	1.41	2.03	0.06	1.87	1.11	2.18[b]
Central Office, NTA	0.78	0.69	0.73	0.22	1.02	3.41[c]	1.60
Faculty of Education, MUN	0.83	0.63	2.32	0.32	0.38	2.76[a]	0.23
Degrees of Freedom	1	4	3	2	3	4	8

a Level of Significance < .05

b Level of Significance < .03

c Level of Significance < .01

TABLE 28

MEAN EFFECTIVENESS SCORES OF TEACHERS WHO FOUND THE ROLE
APPLICABLE FOR EACH OF THE TEN MOST EFFECTIVE ROLES
BY SEX OF TEACHER

Supervisory Role	Mean		F-Ratio	P
	Male	Female		
Principal	2.07	1.90	0.16	N.S.
Subject Department Head	1.31	1.67	1.55	N.S.
Vice-Principal	1.36	1.33	0.01	N.S.
Coordinating Principal	1.41	0.76	6.27	< .02
Other Teacher	1.24	1.10	0.36	N.S.
District Superintendent	1.20	0.82	3.51	N.S.
Guidance Counselor	1.17	0.77	2.28	N.S.
Board Specialist	1.03	0.85	0.58	N.S.
Board Supervisor	1.11	0.53	8.89	< .004
Faculty of Education, MUN	2.62	2.47	0.83	N.S.

$\alpha = .05$

roles of principal, vice-principal, district superintendent, subject
department head, board specialist, guidance counselor, other teacher, and
personnel associated with the Faculty of Education, Memorial University.
However, in all cases men and women differed in their ratings of specific
roles.

2. Population of Town

Table 29 presents the mean effectiveness scores by the population of the town in which the school is located. Population of town was found to be significantly related only to teachers' perceptions of the effectiveness of other teachers ($p < .03$) and subject department head ($p < .003$). Both roles were perceived to be most effective by teachers in schools located in towns with populations of more than 10,000. A Scheffé Multiple Comparison of Means test showed that teachers in schools located in towns with a population of more than 10,000 rated other teacher significantly higher on effectiveness than did teachers in schools located in towns whose population was in the 5,000-10,000 range (Table 30). Similarly, it was shown by a Scheffé Multiple Comparison of Means test that teachers in schools located in towns whose population exceeded 10,000 rated subject department heads significantly higher on effectiveness than did teachers in schools located in towns with a population in the 500-999 range (Table 31).

3. Population of Area

When the mean effectiveness scores were analyzed for differences in each role by the population of the area served by the school three of the F-Ratios were significant at the .05 level (Table 32). These were the role of vice-principal ($p < .03$), coordinating principal ($p < .04$) and subject department head ($p < .0001$). As the population of the area served by the school increased, so also did the teachers' perceived effectiveness of the vice-principal and the subject department head. A Scheffé Multiple Comparison of Means test showed that teachers working

TABLE 29

MEAN EFFECTIVENESS SCORES OF TEACHERS WHO FOUND THE ROLE
APPLICABLE FOR EACH OF THE TEN MOST EFFECTIVE ROLES
BY POPULATION OF TOWN IN WHICH THE
SCHOOL IS LOCATED

Supervisory Role	Size of Town Where School is Located					F-Ratio	P
	< 500	500-999	1000-4999	5000-10,000	> 10,000		
Principal	2.00	1.85	2.12	1.77	2.21	0.91	N.S.
Subject Department Head	0.0	0.64	1.23	1.12	2.00	4.26	< .003
Vice-Principal	0.92	1.09	1.35	1.29	1.65	1.36	N.S.
Coordinating Principal	2.22	1.32	1.41	1.22	0.93	1.99	N.S.
Other Teacher	1.38	1.38	1.09	0.74	1.64	2.76	< .03
District Superintendent	0.92	1.33	1.30	1.05	0.81	1.66	N.S.
Guidance Counselor	1.17	0.86	1.02	0.95	1.30	0.52	N.S.
Board Specialist	0.83	1.00	1.14	1.03	0.77	0.60	N.S.
Board Supervisor	1.08	1.03	1.02	0.93	0.93	0.10	N.S.
Faculty of Education, MUN	2.75	2.29	2.19	2.26	2.43	0.63	N.S.

$\alpha = .05$

TABLE 30

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST
FOR POPULATION OF TOWN IN WHICH THE SCHOOL IS LOCATED
AND FOR THE ROLE OF OTHER TEACHER

Population of Town	< 500	500-999	1000-4999	5000-10,000	> 10,000
< 500	1.00	1.00	0.97	0.72	0.98
500-999		1.00	0.91	0.45	0.95
1000-4999			1.00	0.79	0.27
5000-10,000				1.00	0.05*
> 10,000					1.00

$\alpha = .10$

TABLE 31

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST
FOR POPULATION OF TOWN IN WHICH THE SCHOOL IS LOCATED
AND FOR THE ROLE OF SUBJECT DEPARTMENT HEAD

Population of Town	< 500	500-999	1000-4999	5000-10,000	> 10,000
< 500	1.00	0.97	0.69	0.78	0.21
500-999		1.00	0.81	0.92	0.08*
1000-4999			1.00	0.99	0.16
5000-10,000				1.00	0.15
> 10,000					1.00

$\alpha = .10$

TABLE 32

MEAN EFFECTIVENESS SCORES OF TEACHERS WHO FOUND THE ROLE
APPLICABLE FOR EACH OF THE TEN MOST EFFECTIVE ROLES
BY POPULATION OF AREA SERVED BY THE SCHOOL

Supervisory Role	Population of the Area Served By The School				F-Ratio	P
	500-999	1000-4999	5000-10,000	> 10,000		
Principal	1.17	2.12	1.79	2.21	2.16	N.S.
Subject Department Head	0.0	0.82	1.03	2.07	7.95	< .00
Vice-Principal	0.50	1.15	1.31	1.70	3.22	< .03
Coordinating Principal	0.75	1.65	1.02	1.09	3.02	< .04
Other Teacher	1.17	1.16	1.06	1.40	0.68	N.S.
District Superintendent	1.17	1.24	1.15	0.95	0.73	N.S.
Guidance Counselor	-	0.89	0.98	1.35	1.75	N.S.
Board Specialist	1.33	1.14	0.85	0.90	0.71	N.S.
Board Supervisor	1.17	1.00	1.00	0.95	0.08	N.S.
Faculty of Education, MUN	2.50	2.31	1.96	2.50	2.32	N.S.

$\alpha = .05$

in schools serving areas with populations greater than 10,000 rated vice-
principal significantly higher on effectiveness than did those in schools
serving areas whose population was between 1000 and 4999 (Table 33). I
was also shown by use of a Scheffé Multiple Comparison of Means test that
teachers working in schools serving areas with populations over 10,000

TABLE 33

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS
TEST FOR POPULATION OF AREA SERVED BY THE
SCHOOL AND FOR THE ROLE OF VICE-PRINCIPAL

Population of Area Served	500-999	1000-4999	5000-10,000	> 10,000
500-999	1.00	0.71	0.56	0.21
1000-4999		1.00	0.91	0.08 *
5000-10,000			1.00	0.39
> 10,000				1.00

$\alpha = .10$

TABLE 34

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS
TEST FOR POPULATION OF AREA SERVED BY THE SCHOOL AND
FOR THE ROLE OF SUBJECT DEPARTMENT HEAD

Population of Area Served	500-999	1000-4999	5000-10,000	> 10,000
500-999	1.00	0.95	0.90	0.51
1000-4999		1.00	0.93	0.00 *
5000-10,000			1.00	0.00 *
> 10,000				1.00

$\alpha = .10$

rated subject department heads significantly higher on effectiveness
than did those in schools serving areas whose population was between
1000 and 10,000 (Table 34). The coordinating principal was perceived
to be most effective by teachers in schools serving an area with a
population between 1000 and 4999. This role was rated least effective
by those whose school served an area with a population between 500 and
999. By use of a Scheffé Multiple Comparison of Means test, it was
found that teachers in schools serving areas with a population of between
1000-4999 perceived the coordinating principal to be significantly higher
on effectiveness than did those in schools serving areas whose population
was between 500 and 999 (Table 35).

TABLE 35

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS
TEST FOR POPULATION OF AREA SERVED BY THE SCHOOL
AND FOR THE ROLE OF COORDINATING PRINCIPAL

Population of Area Served	500-999	1000-4999	5000-10,000	> 10,000
500-999	1.00	0.63	0.99	0.97
1000-4999		1.00	0.09 *	0.16
5000-10,000			1.00	0.99
> 10,000				1.00

$\alpha = .10$

TABLE 36

MEAN EFFECTIVENESS SCORES OF TEACHERS WHO FOUND THE ROLE
APPLICABLE FOR EACH OF THE TEN MOST EFFECTIVE ROLES
BY TYPE OF BOARD

Supervisory Role	Type of Board			F-Ratio	P
	Integrated	Roman Catholic	Other		
Principal	1.98	2.18	1.83	0.89	N.S.
Subject Department Head	1.38	1.58	0.92	1.06	N.S.
Vice-Principal	1.47	1.19	1.23	1.16	N.S.
Coordinating Principal	1.57	0.66	1.44	8.68	.001
Other Teacher	1.32	1.19	0.64	2.15	N.S.
District Superintendent	1.33	0.73	1.26	6.00	.003
Guidance Counselor	1.16	1.18	0.40	2.34	N.S.
Board Specialist	0.96	1.02	1.15	0.18	N.S.
Board Supervisor	1.15	0.65	1.26	4.84	.01
Faculty of Education, MUN	2.35	2.22	2.22	0.32	N.S.

$\alpha = .05$

4.   Type of Board

The variable type of board was significantly related to
teachers' perceptions of the effectiveness of the roles of district
superintendent, board supervisor and coordinating principal (p < .003,
< .01 and < .001 respectively).   All three roles were perceived to be
much less effective by teachers employed by Roman Catholic boards than

by those employed by Integrated and Other boards. It was also shown by use of a Scheffé Multiple Comparison of Means test that for each of the three roles, the ratings of teachers employed by the Integrated boards were significantly higher than those of teachers employed by the Roman Catholic boards (Tables 37, 38 and 39). Furthermore, it can be seen from Table 39 that for the role of coordinating principal, the ratings of teachers employed by Other boards were also significantly higher than those of the teachers with the Roman Catholic boards.

TABLE 37

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS
TEST FOR TYPE OF BOARD AND FOR THE ROLE OF
DISTRICT SUPERINTENDENT

Type of Board	Integrated	Roman Catholic	Other
Integrated	1.00	0.01*	0.96
Roman Catholic		1.00	0.20
Other			1.00

$\alpha = .10$

5. Size of School

Size of school was found to be significantly related only to teachers' perceptions of the effectiveness of the subject department head ($p < .002$) and coordinating principal ($p < .02$). Table 41 shows that as the size of the school increased, so did the teachers' perceived effectiveness of the subject department head. A Scheffé Multiple Comparison

TABLE 38

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS
TEST FOR TYPE OF BOARD AND FOR THE ROLE
OF BOARD SUPERVISOR

Type of Board	Integrated	Roman Catholic	Other
Integrated	1.00	0.02*	0.92
Roman Catholic		1.00	0.11
Other			1.00

$\alpha = .10$

TABLE 39

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS
TEST FOR TYPE OF BOARD AND FOR THE ROLE
OF COORDINATING PRINCIPAL

Type of Board	Integrated	Roman Catholic	Other
Integrated	1.00	0.01	0.93
Roman Catholic		1.00	0.09
Other			1.00

$\alpha = .10$

of Means test showed that teachers in schools having more than 18 teachers
rated the subject department head significantly higher on effectiveness
than did teachers in schools having 6-11 teachers (Table 41). Teachers
in very large schools (more than 18 teachers) perceived the role of

TABLE 40

MEAN EFFECTIVENESS SCORES OF TEACHERS WHO FOUND THE ROLE
APPLICABLE FOR EACH OF THE TEN MOST EFFECTIVE ROLES
BY SIZE OF SCHOOL

Supervisory Role	Number of Teachers in the School				F-Ratio	P
	2 - 5	6 - 11	12 - 18	> 18		
Principal	1.67	2.07	2.16	1.95	0.48	N.S.
Subject Department Head	0.0	0.45	1.20	1.77	5.57	< .002
Vice-Principal	0.80	1.11	1.57	1.43	1.70	N.S.
Coordinating Principal	1.50	1.58	1.49	0.88	3.38	< .02
Other Teacher	0.67	1.08	1.12	1.40	1.11	N.S.
District Superintendent	0.50	1.28	1.23	0.97	1.45	N.S.
Guidance Counselor	0.67	0.78	0.90	1.33	1.85	N.S.
Board Specialist	0.0	1.10	1.23	0.85	1.83	N.S.
Board Supervisor	0.60	1.09	1.15	0.82	1.31	N.S.
Faculty of Education, MUN	3.00	2.23	2.27	2.34	0.38	N.S.

$\alpha = .05$

coordinating principal to be much _less_ effective than did teachers in
schools of all other sizes. A Scheffé Multiple Comparison of Means test
showed that teachers in schools having from 6-11 teachers rated the co-
ordinating principal significantly higher on effectiveness than did
teachers in schools having more than 18 teachers (Table 42).

TABLE 41

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS
TEST FOR SIZE OF SCHOOL AND FOR THE ROLE
OF SUBJECT DEPARTMENT HEAD

Size of School	2 - 5	6 - 11	12 - 18	> 18
2 - 5	1.00	0.99	0.86	0.65
6 - 11		1.00	0.32	0.00 *
12 - 18			1.00	0.29
> 18				1.00

$\alpha = .10$

TABLE 42

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS
TEST FOR SIZE OF SCHOOL AND FOR THE ROLE
OF COORDINATING PRINCIPAL

Size of School	2 - 5	6 - 11	12 - 18	> 18
2 - 5	1.00	1.00	1.00	0.76
6 - 11		1.00	0.99	0.04 *
12 - 18			1.00	0.13
> 18				1.00

$\alpha = .10$

6. Teaching Experience

Table 43 presents the mean effectiveness scores for the ten most effective roles by the length of teaching experience. This variable was significantly related to teachers' perceptions of the effectiveness of the roles of principal, vice-principal, and personnel associated with the Faculty of Education, Memorial University (p < .03, < .02 and < .04 respectively). Teachers with from 1 to 20 years experience perceived both principal and vice-principal to be much _more_ effective than did beginning teachers (< 1 year) and those with over 20 years experience. Teachers with 1-3 years experience perceived personnel associated with the Faculty of Education, Memorial University to be less effective than did teachers with all other lengths of teaching experience. A Scheffé Multiple Comparison of Means test showed that teachers with 4-20 years experience rated the principal significantly higher on effectiveness than did beginning teachers (Table 44). By the same test, it was shown that teachers with 11-20 years experience rated vice-principal significantly higher than did teachers with more than 20 years experience (Table 45). A Scheffé test also indicated that teachers with more than 20 years experience rated personnel associated with the Faculty of Education, Memorial University significantly higher on effectiveness than did teachers with 1-3 years experience (Table 46).

7. Professional and Academic Training

As with the last variable, the years spent in professional training by the teacher were significantly related to teachers' perceptions of the effectiveness of the roles of principal, vice-principal and subject

TABLE 43

MEAN EFFECTIVENESS SCORES OF TEACHERS WHO FOUND THE ROLE
APPLICABLE FOR EACH OF THE TEN MOST EFFECTIVE ROLES
LENGTH OF TEACHING EXPERIENCE

Supervisory Role	Number of Years Teaching Experience					F-Ratio	P
	< 1	1 – 3	4 – 10	11 – 20	> 20		
Principal	1.30	2.00	2.20	2.26	1.86	2.92	< .03
Subject Department Head	1.31	1.00	1.57	1.60	1.29	0.76	N.S.
Vice-Principal	1.07	1.24	1.42	1.91	0.81	3.18	< .02
Coordinating Principal	0.74	1.25	1.44	1.21	1.37	1.07	N.S.
Other Teacher	1.19	1.38	1.21	1.22	0.96	0.34	N.S.
District Superintendent	1.00	0.95	1.28	1.13	0.89	0.85	N.S.
Guidance Counselor	0.93	0.61	1.12	1.37	1.29	1.25	N.S.
Board Specialist	0.96	0.73	0.99	1.32	1.05	0.73	N.S.
Board Supervisor	0.59	1.03	1.03	1.16	0.93	0.94	N.S.
Faculty of Education, MUN	2.50	1.87	2.21	2.44	2.73	2.76	< .04

$\alpha = .05$

department head ($p < .01$, $< .02$ and $< .04$ respectively). The principal
was perceived to be most effective by teachers with more than 6 years
professional preparation. The number of teachers in the first four
categories (none-3 years) was so small, that, although the F-Ratio for
the role of principal was significant at the .01 level, the probability

TABLE 44

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS
TEST FOR LENGTH OF TEACHING EXPERIENCE AND FOR THE
ROLE OF PRINCIPAL

Number of years Teaching Experience	< 1	1 – 3	4 – 10	11 – 20	> 20
< 1	1.00	0.33	0.04*	0.08	0.65
1 – 3		1.00	0.95	0.94	0.99
4 – 10			1.00	0.99	0.83
11 – 20				1.00	0.82
> 20					1.00

$\alpha = .10$

TABLE 45

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS
TEST FOR LENGTH OF TEACHING EXPERIENCE AND FOR THE
ROLE OF VICE-PRINCIPAL

Number of years Teaching Experience	< 1	1 – 3	4 – 10	11 – 20	> 20
< 1	1.00	0.99	0.83	0.18	0.97
1 – 3		1.00	0.97	0.30	0.78
4 – 10			1.00	0.45	0.34*
11 – 20				1.00	0.03*
> 20					1.00

$\alpha = .10$

TABLE 46

PROBABILITY MATRIX FOR SCHEFFE MULTIPLE COMPARISON OF MEANS
TEST FOR LENGTH OF TEACHING EXPERIENCE AND FOR THE
ROLE OF PERSONNEL ASSOCIATED WITH THE FACULTY
OF EDUCATION, MEMORIAL UNIVERSITY

Number of years Teaching Experience	< 1	1 - 3	4 - 10	11 - 20	> 20
< 1	1.00	0.58	0.94	1.00	0.98
1 - 3		1.00	0.70	0.38	0.05 *
4 - 10			1.00	0.94	0.28
11 - 20				1.00	0.89
> 20					1.00

$\alpha = .10$

matrix for the Scheffé Multiple Comparison of Means test showed that none
of the categories indicating length of professional training was significant
at the .10 level (see Table 48). Teachers with no professional training
rated vice-principal highest on effectiveness. However, due to the in-
significant number of teachers in this category (1 teacher) as well as
in categories 2-4, the Scheffé Multiple Comparison of Means did not
indicate any significance at the .10 level (see Table 49). Teachers with
two years professional preparation rated the role of subject department
head highest on effectiveness. However, as was the case in the other
two roles, the number of teachers in the first four categories was so
small, that a Scheffé Multiple Comparison of Means test did not indicate
any significance at the .10 level (see Table 50).

TABLE 47

MEAN EFFECTIVENESS SCORES OF TEACHERS WHO FOUND THE ROLE
APPLICABLE FOR EACH OF THE TEN MOST EFFECTIVE ROLES
BY PROFESSIONAL AND ACADEMIC TRAINING

Supervisory Role	Number of Years Professional and Academic Training									F-Ratio	P
	None	< 1	1	2	3	4	5	6	> 6		
Principal	2.00	1.00	2.50	1.57	2.29	2.33	1.55	2.04	2.56	2.66	< .01
Subject Department Head	–	0.50	0.0	2.00	1.33	1.81	0.79	1.56	1.96	2.25	< .04
Vice-Principal	2.00	0.67	0.75	0.86	1.65	1.70	0.92	1.31	1.82	2.34	< .02
Coordinating Principal	–	1.00	1.50	0.40	1.38	1.58	1.02	1.36	1.42	0.92	N.S.
Other Teacher	2.00	0.0	0.0	1.14	0.95	1.10	1.34	1.26	1.38	0.83	N.S.
District Super-intendent	0.0	1.33	1.00	1.43	1.57	1.24	0.83	1.17	1.15	1.01	N.S.
Guidance Counselor	–	0.0	2.00	0.67	0.89	1.04	0.86	1.16	1.50	0.83	N.S.
Board Specialist	0.0	1.67	0.0	1.29	1.46	0.74	0.81	1.13	1.32	1.22	N.S.
Board Supervisor	0.0	0.67	0.75	0.57	1.30	0.96	0.81	1.10	1.21	0.76	N.S.
Faculty of Education, MUN	–	–	2.00	2.67	2.14	2.20	2.31	2.29	2.36	0.23	N.S.

$\alpha = .05$

TABLE 48

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS
TEST FOR LENGTH OF PROFESSIONAL AND ACADEMIC TRAINING
AND FOR THE ROLE OF PRINCIPAL

Number of Years Training	None	< 1	1	2	3	4	5	6	> 6
None	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
< 1		1.00	0.97	1.00	0.96	0.94	1.00	0.99	0.86
1			1.00	1.00	1.00	1.00	1.00	1.00	1.00
2				1.00	0.99	0.98	1.00	1.00	0.91
3					1.00	1.00	0.75	1.00	1.00
4						1.00	0.27	1.00	1.00
5							1.00	0.85	0.11
6								1.00	0.92
> 6									1.00

$\alpha = .10$

Hypotheses Related to Teachers' Perceptions of Supervisory Effectiveness

As in the investigation of influential supervisory roles, a
further analysis of the relationship between the school and teacher
variables and teachers' perceptions of the effectiveness of each role
was done using seven non-directional hypotheses related to supervisory
effectiveness (Hypotheses 11 - 17). These hypotheses concerning
teachers' perceived effectiveness of supervisory roles could not be
accepted or rejected in their entirety. This is so because none of

TABLE 49

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS
TEST FOR LENGTH OF PROFESSIONAL AND ACADEMIC TRAINING
AND FOR THE ROLE OF VICE-PRINCIPAL

Number of Years Training	None	< 1	1	2	3	4	5	6	> 6
None	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
< 1		1.00	1.00	1.00	1.00	0.99	0.99	1.00	1.00
1			1.00	1.00	0.99	0.98	1.00	1.00	0.97
2				1.00	0.98	0.96	1.00	1.00	0.92
3					1.00	1.00	0.78	1.00	1.00
4						1.00	0.29	0.97	1.00
5							1.00	0.96	0.25
6								1.00	0.93
> 6									1.00

$\alpha = .10$

the eighteen supervisory roles was expected to be significantly related
to each school and teacher variable.

Hypothesis 11

For each supervisory role, it was hypothesized that sex and
teachers' perceived effectiveness were significantly related. An
examination of the data revealed that this variable was significantly
related to teachers' perceptions of two roles—board supervisor and

TABLE 50

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF MEANS TEST
FOR LENGTH OF PROFESSIONAL AND ACADEMIC TRAINING
AND FOR THE ROLE OF SUBJECT DEPARTMENT HEAD

Number of Years Training	< 1	1	2	3	4	5	6	> 6
< 1	1.00	1.00	0.99	0.99	0.98	1.00	0.99	0.96
1		1.00	0.99	0.99	0.99	0.98	0.99	0.96
2			1.00	0.99	1.00	0.98	1.00	1.00
3				1.00	0.99	0.99	1.00	0.99
4					1.00	0.42	0.99	1.00
5						1.00	0.69	0.16
6							1.00	0.99
> 6								1.00

$\alpha = .10$

coordinating principal. In each case, male teachers perceived the roles
to be significantly more effective than did female teachers (see Table 28).

Hypothesis 12

The size of the town in which the school is located was
hypothesized to be significantly related to teachers' perceptions of the
effectiveness of each role. The data revealed this variable to be
significantly related to two roles—other teacher and subject department
head. Teachers in schools located in towns with a population of more than
10,000 rated both roles higher on effectiveness than did teachers in

schools located in towns of any other size (see Table 29).

Hypothesis 13

It was hypothesized that the population of the area served by
the school was significantly related to teachers' perceptions of the
effectiveness of each supervisory role. An analysis of the data showed
that three roles--subject department head, vice-principal and coordinating
principal were significantly related to this variable. As the population
of the area served by the school increased, so also did teachers' perceived
effectiveness of the vice-principal and subject department head. The
coordinating principal was perceived to be most effective by teachers in
schools serving an area with a population between 1000 and 4999. This
role was rated lowest on effectiveness by those whose school served an
area with a population between 500 and 999 (see Table 32).

Hypothesis 14

It was hypothesized that for every supervisory role type of
board and teachers' perceptions of effectiveness were significantly related.
Three roles were found to be significantly related to this variable--
coordinating principal, board supervisor and district superintendent.
All three roles were perceived to be _less_ effective by teachers employed
by Roman Catholic boards than by those teachers employed by Integrated
and Other boards (see Table 36).

Hypothesis 15

For each supervisory role, it was hypothesized that the size of
the school and teachers' perceived effectiveness were significantly related.

Two roles—subject department head and coordinating principal were found
to be significantly related to this variable. It can be seen from
Table 40 that as the size of the school increased, so did teachers' per-
ceived effectiveness of the subject department head. However, teachers
in very large schools (more than 18 teachers) perceived the role of
coordinating principal to be much _less_ effective than did teachers in
schools of all other sizes.

Hypothesis 16

For each supervisory role, it was hypothesized that teaching
experience was significantly related to teachers' perceptions of
effectiveness. An examination of the data revealed that four roles—
principal, vice-principal, personnel associated with the Central Office,
Newfoundland Teachers' Association and personnel associated with the
Faculty of Education, Memorial University were significantly related to
this variable. Table 43 shows that teachers' perceived effectiveness
of the roles of principal and vice-principal increased with years of
teaching experience up to and including 20 years experience. Teachers
with more than 20 years experience perceived these roles low on effect-
iveness. However, in the case of personnel associated with the Faculty
of Education, Memorial University the _highest_ effectiveness scores were
those of teachers with more than 20 years experience. It was also shown
that teachers' perceived effectiveness of personnel associated with the
Central Office, Newfoundland Teachers' Association increased with years
of teaching experience.

Hypothesis 17

It was hypothesized that the length of professional and academic training was significantly related to teachers' perceptions of the effectiveness of each role. The data revealed that the roles of principal, vice-principal, subject department head, personnel associated with the Local Branches, Newfoundland Teachers' Association and personnel associated with Special Councils, Newfoundland Teachers' Association were significantly related to this variable. The roles of principal, personnel associated with the Special Councils, Newfoundland Teachers' Association and personnel associated with the Local Branches, Newfoundland Teachers' Association were perceived to be most effective by teachers with more than six years professional preparation. Teachers with no professional preparation rated vice-principals highest on effectiveness while those with two years professional preparation rated the role of subject department head highest. However, in both cases (vice-principal and subject department head) it should be noted that the number of teachers with less than three years professional preparation was only five (or 2 per cent of the total number of respondents). Of the remaining 235 teachers (those with three or more years professional preparation) it was those with four years preparation who perceived both roles highest on effectiveness.

Summary of the Relationship Between Teachers' Perceptions of the Effectiveness of Each Supervisory Role and the School and Teacher Variables

It had been hypothesized that teachers' perceptions of the effectiveness of supervisory roles were related to type of board, size of school, population of town and of area served, sex, professional

preparation and experience of the teacher. In this section, the mean effectiveness scores, determined by dividing the total effectiveness scores for each role by the number of teachers for whom the role applied, were related to these variables. The only roles significantly related to sex of the teacher were board supervisor and coordinating principal. Two roles--subject department head and other teacher were significantly related to the size of town. The variable population of area served was found to be significantly related to three roles--vice-principal, subject department head and coordinating principal. District superintendent, board supervisor and coordinating principal were significantly related to type of school board. Only one role, that of subject department head, was significantly related to teaching experience. The variable teaching experience was found to be significantly related to four roles--principal, vice-principal, personnel associated with the Central Office, Newfoundland Teachers' Association and personnel associated with the Faculty of Education, Memorial University. Finally, the teachers professional and academic training was found to be significantly related to five of the twenty-two roles--namely; principal, vice-principal, subject department head, personnel associated with the Special Councils, Newfoundland Teachers' Association and personnel associated with the Local Branches, Newfoundland Teachers' Association.

Teachers' Selections of the Most Effective and the Least Effective Roles

Each teacher in the sample had been asked to select from the list of supervisory roles which he/she had rated on influence and effectiveness (1) the role which he/she perceived to be most effective, and

(2) the role which he/she perceived to be least effective. Next, teachers were asked to identify the extent to which their selections of most effective and least effective supervisors were influenced by the persons presently occupying the roles. Out of 240 returns, 206 identified a most effective role while only 145 identified a least effective role. Summaries of teachers' selections are given in Tables 51 and 53. Table 51 shows that the eight roles which teachers rated highest on influence (see Tables 8 and 9) and highest on effectiveness (see roles 19 and 21) were again selected by teachers as the most effective roles (with the exception of guidance counselor which moved from seventh to ninth position). Teachers were very clear about their choice of the most effective roles. Over eighty per cent or 194 of the total teachers responding selected the roles of principal, other teacher, subject department head, personnel associated with the Faculty of Education, Memorial University, coordinating principal, district superintendent, board supervisor, vice-principal, guidance counselor, consultant and personnel associated with Special Councils, Newfoundland Teachers' Association as the most effective roles. Of the 11 remaining roles, six were identified as being most effective by the other twelve teachers responding while five were identified by nine of the teachers as being most effective. Forty per cent or 96 teachers identified the principal as the most effective supervisory role.

Table 52 shows the extent to which the person occupying the role of most effective supervisor contributed to the teachers' evaluation of the effectiveness of that role. One hundred and sixty-five teachers which was 68.7 per cent of all respondents (or 83.7 per cent of those completing Form C of the Questionnaire) indicated that the person occupying

TABLE 51

TEACHERS' SELECTIONS OF THE MOST EFFECTIVE SUPERVISORY ROLES
BY NUMBER AND PER CENT OF TEACHERS SELECTING
EACH ROLE AS MOST EFFECTIVE

Rank of Each Role by the Number of Teachers Identifying the Role as Most Effective	MOST EFFECTIVE ROLE	Number of Teachers Identifying the Role as the Most Effective	Per Cent of Teachers Identifying the Role as the Most Effective
1	Principal	96	40.0
2	Other Teacher	26	10.8
3	Subject Department Head	16	6.7
4	Faculty of Education, M.U.N.	10	4.2
5.5	Coordinating Principal	9	3.7
5.5	District Superintendent	9	3.7
7	Board Supervisor	7	2.9
8	Vice-Principal	6	2.5
9	Guidance Counselor	5	2.1
9	Consultant	5	2.1
9	Special Councils, N.T.A.	5	2.1
12	Board Specialist	4	1.7
13	Other roles in the school	2	0.8
13	Assistant District Superintendent	2	0.8
13	Local Branch, NTA	2	0.8
16.5	Central Office, NTA	1	0.4
16.5	Other roles in the Professional Organization and University	1	0.4
	Number of teachers who did not identify a role as most effective	34	
	Total Number of Teachers	240	100.0

TABLE 52

THE EXTENT TO WHICH THE PERSON IN THE ROLE OF MOST EFFECTIVE
SUPERVISOR CONTRIBUTED TO TEACHERS' EVALUATION
OF THE ROLE'S EFFECTIVENESS

Extent of Contribution	Number of Teachers Indicating this Extent of Contribution	Per Cent of the Total Number of Respondents Indicating This Extent of Contribution (N = 240)	Per Cent of Teachers Completing Form C of the Questionnaire Indicating This Extent of Contributi (N = 197)
To a great extent	74	30.8	37.6
To some extent	91	37.9	46.2
To a lesser extent	21	8.7	10.6
To no extent	11	4.6	5.6
TOTAL	197	82.0	100.0

the most effective role contributed 'to a great extent' or 'to some extent'
to their (teachers) evaluation of its effectiveness. The number who felt
that the person in the role contributed 'to a lesser extent' or 'to no
extent' to their evaluation of its effectiveness was thirty-three which
was 13.1 per cent of all respondents (or 16.3 per cent of those completing
Form C). The number of respondents not identifying a most effective role
contributed to their evaluation of its effectiveness was forty-three.

Table 53 which summarizes teachers' selections of the least

effective roles shows that in contrast to the selection of the most
effective roles, teachers did not vary as widely in their choices.
Seven of the eleven roles rated as being most effective were also
identified as being among the eleven least effective roles. The eleven
roles identified as <u>most effective</u> by 80.8 per cent of all teachers
(Table 51) accounted for 108 or 45 per cent of teachers' choices of least
effective roles. The ten roles most often identified as <u>least effective</u>
were those of board supervisor, vice-principal, district superintendent ,
principal, consultant, regional superintendent, personnel associated with
the Central Office, Newfoundland Teachers' Association, personnel associated
with the Faculty of Education, Memorial University, chief superintendent,
and other teacher. These roles accounted for 126 or 52.4 per cent of all
teachers responding. Of the 12 remaining roles, 5 were identified as
least effective by the other 19 teachers responding, while 7 were identified
by none of the teachers as being the least effective. Ninety-five teachers
or 39.6 per cent of all those responding did not identify a least effective
role.

Table 54 shows the extent to which the person occupying the role
of least effective supervisor contributes to the teachers' evaluation
of that role. Sixty-seven teachers which was 27.9 per cent of all
respondents (or 48.2 per cent of those completing Form C) indicated that
the person occupying the least effective role contributed 'to a great
extent 'or 'to some extent 'to their evaluation of its effectiveness. The
number who felt that the person in the role contributed 'to a lesser extent '
or 'to no extent 'to their evaluation of its effectiveness was seventy-two
which was 30.0 per cent of all respondents (or 51.8 per cent of those

TABLE 53

TEACHERS' SELECTION OF THE LEAST EFFECTIVE SUPERVISORY ROLE
BY NUMBER AND PER CENT OF TEACHERS SELECTING
EACH ROLE AS LEAST EFFECTIVE

Rank of Each Role by the Number of Teachers Identifying the Role as Least Effective	LEAST EFFECTIVE ROLE	Number of Teachers Identifying the Role as the Least Effective	Per Cent of Teachers Identifying the Role as the Least Effective
1	Board Supervisor	27	11.2
2	Vice-Principal	18	7.5
3	District Superintendent	16	6.7
4	Principal	14	5.8
5.5	Consultant	10	4.2
5.5	Regional Superintendent	10	4.2
7.5	Central Office, NTA	9	3.7
7.5	Faculty of Education, MUN	9	3.7
9	Chief Superintendent	7	2.9
10	Other Teacher	6	2.5
11.5	Board Specialist	5	2.1
11.5	Local Branch, NTA	5	2.1
13.5	Guidance Counselor	4	1.7
13.5	Coordinating Principal	4	1.7
15	Other roles in the Professional Organization and University	1	0.4
	Teachers who did not identify a role as least effective	95	
	Total Number of Teachers	240	100.0

TABLE 54

THE EXTENT TO WHICH THE PERSON IN THE ROLE OF LEAST EFFECTIVE
SUPERVISOR CONTRIBUTED TO TEACHERS' EVALUATION
OF THE ROLE'S EFFECTIVENESS

Extent of Contribution	Number of Teachers Indicating This Extent of Contribution	Per Cent of the Total Number of Respondents Indicating This Extent of Contribution (N = 240)	Per Cent of Teachers Completing Form C of the Questionnaire Indicating This Extent of Contribution (N = 197)
To a great extent	29	12.1	20.9
To some extent	38	15.8	27.3
To a lesser extent	24	10.0	17.3
To no extent	48	20.0	34.5
TOTAL	139	57.9	100.0

completing Form C). The number of respondents not identifying a least

effective role and/or not indicating the extent to which the person in

the role contributed to their evaluation of its effectiveness was one

hundred and one.

Table 55 compares the number of teachers who selected the eleven

roles most often identified as most effective with the number of different

teachers selecting the same role as the least effective. Each of the

eleven roles selected by a number of teachers as the most effective,

TABLE 55

COMPARISON OF NUMBER OF TEACHERS SELECTING THE MOST EFFECTIVE
ROLES WITH THE NUMBER OF DIFFERENT TEACHERS IDENTIFYING
THE SAME ROLES AS LEAST EFFECTIVE

	ROLE	Number of Teachers Selecting This Role as Most Effective	Per Cent of Teachers Selecting This Role as Most Effective	Number of Teachers Selecting This Role as Least Effective	Per Cent of Teachers Selecting This Role as Least Effective	Number of Times the Role was Selected as Most or Least Effective
1	Principal	96	40.0	14	5.8	110
2	Other Teacher	26	10.8	6	2.5	32
3	Subject Department Head	16	6.7	–	–	16
4	Faculty of Education, MUN	10	4.2	9	3.7	19
5.5	Coordinating Principal	9	3.7	4	1.7	13
5.5	District Superintendent	9	3.7	16	6.7	25
7	Board Supervisor	7	2.9	27	11.2	34
8	Vice-Principal	6	2.5	18	7.5	24
9	Guidance Counselor	5	2.1	4	1.7	9
9	Consultant	5	2.1	10	4.2	15
9	Special Councils, NTA	5	2.1	–	–	5
	TOTAL	194	80.8	108	45.0	302

(with the exception of subject department head and personnel associated with the Special Councils of the Newfoundland Teachers' Association) were also selected by other teachers as the least effective. For example, it should be noted that whereas 96 teachers or 40 per cent of all those responding selected the role of principal as the most effective, 14 other teachers or 5.8 per cent selected this role as the least effective. As Table 55 shows, the number of teachers who selected the principal, other teacher, subject department head, personnel associated with the Faculty of Education, Memorial University, coordinating principal, guidance counselor and personnel associated with the Special Councils of the Newfoundland Teachers' Association as the most effective role was greater than the number of teachers who selected these roles as the least effective. For the remaining four roles--district superintendent, board supervisor, vice-principal and consultant--the opposite was true.

Summary

Over eighty-two per cent of the teachers confined their choices of the most effective supervisors to eleven roles; over eighty per cent or 194 teachers selected the roles of principal, other teacher, subject department head, personnel associated with the Faculty of Education, Memorial University, coordinating principal, district superintendent, board supervisor, vice-principal, consultant and personnel associated with the Special Councils, Newfoundland Teachers' Association, as the most effective. Whereas teachers selected from 17 roles in their choice of the most effective supervisor, they confined their selection of the least effective supervisor to 15 roles. The role of principal, ranking

highest on teachers' perceptions of the most effective supervisor
(Table 51), stands 30 per cent higher than the next most effective
role (other teacher). The range for most effective supervisor was from
40.0 per cent to 0.4 per cent. However, for least effective supervisor,
the difference between the highest (board supervisor) and the next
highest (principal) was only 3.7 per cent. The range for least effective
supervisory role was from 11.2 per cent to 0.4 per cent (see Table 53).

Teachers tended to rate the person occupying a role rather than
the role itself. This was particularly the case with identification of
the most effective role--83 per cent of those completing Form C indicated
that their perceptions were influenced 'to a great extent' or 'to some
extent' by the person occupying the role. In their selection of least
effective supervisor, forty-eight per cent of those completing Form C
indicated that they were influenced 'to a great extent' or 'to some extent'
by the person occupying the role. Therefore, the assumption made earlier
in this study that teachers were rating the role and not the person in
it did not prove valid (especially in relation to the most effective
supervisory role).

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Statement of the Problem

The major problems of this study were to determine:

i) which supervisory roles in the school or school system were
   perceived by teachers as _influencing_ their behaviour with
   respect to the content, processes or outcomes of their
   teaching.

ii) to what extent were the various supervisory roles perceived
   as _effective_ in _improving_ the teachers' behaviour with respect
   to the content, processes or outcomes of their teaching.

iii) to what extent were the factors of type of board, size of
   school, population of town and area served, sex, professional
   preparation and experience related to teachers' perceptions
   of the influence and effectiveness of the various supervisory
   roles.

iv) to what extent were teachers' selections of most effective and
   least effective supervisory roles influenced by the persons
   presently occupying the roles.

Procedure

By means of random sampling from lists provided by the Department
of Education, 300 teachers were selected from a population of 1102
Senior High School teachers in the province of Newfoundland and Labrador.

An eight page questionnaire dealing with the influence and effectiveness of supervisors within the school systems was sent to each teacher in the sample. The 240 teachers who returned the questionnaire closely resembled the population on the variables type of board, size of school, population of town and area served by the school, sex, professional preparation and experience.

On the questionnaire, teachers were asked to identify from a list of twenty-two possible supervisory roles, those which _influenced_ or affected their behaviour as a teacher with respect to the content, processes or outcomes of their work as a teacher in the school or classroom. Next, teachers were requested to rate the effectiveness of each influential role using a scale ranging from 4 - very effective to 1 - ineffective. Effectiveness was defined as the extent to which persons in a role _helped_ teachers to _improve_ their behaviour as teachers. After rating each of the 22 roles on influence and effectiveness, teachers were asked to select the most effective role and the least effective role. Finally, using a scale ranking from 1 (to a great extent) to 4 (to no extent), teachers were asked to indicate the extent to which their ratings of most effective and least effective supervisors were influenced by the persons presently occupying the role.

The data were analysed to determine the influence and effectiveness of the various roles. First, the data were analysed by number and percentage of teachers identifying each role as influential and the school and teacher variables related to teachers' perceptions of influence by means of cross-tabulations and chi-square analysis. Next, the various supervisory roles were ranked by mean effectiveness scores and school and

teacher variables related to teachers' perceptions of supervisory effect-
iveness by means of analysis of variance. Teachers' selections of the
most effective and least effective roles were ranked and the extent to
which their choices were affected by the persons presently occupying the
roles was analysed and tabulated.

Major Findings

The influence of supervisory roles. Of the twenty-two supervis-
ory roles considered, the role of the principal was rated the most influent-
ial in affecting the behaviour of teachers with respect to the content,
processes and outcomes of their teaching. The other six roles identified
as most influential by at least forty per cent of those teachers for whom
the roles applied (seven in all) were: vice-principal, coordinating
principal, district superintendent, guidance counselor, board supervisor,
other teacher and personnel associated with the Faculty of Education,
Memorial University. Each of the other roles was rated as non-influent-
ial by more than sixty per cent of the teachers responding.

Certain school and teacher factors were related to the teachers'
perceptions of five of the eight most influential roles. Principals
were perceived to be most influential by teachers having more than six
years professional training. The teacher most likely to rate the vice-
principal high on influence was one who had four or more than six years
professional preparation and who worked in a school which was operated
by an Integrated Board and which served an area whose population was
greater than 10,000. Teachers working with Integrated School Boards
were most likely to rate the district superintendent high on influence.

The teacher most likely to rate the coordinating principal high on influence was one who was a male teaching in a school having from two to eleven teachers operated by an Integrated School Board. Board supervisors were perceived to be most influential by male teachers in schools operated by Integrated School Boards. No groups of teachers rated guidance counselor, "other teachers", or personnel associated with the Faculty of Education, Memorial University significantly lower on influence than did any other group.

The effectiveness of supervisory roles. The eight supervisory roles which had been identified as influential by at least forty per cent of the teachers were also rated among the ten most effective roles, that is roles which were perceived as serving to improve the content, processes or outcomes of the teachers' work in the school or classroom.

Certain school and teacher variables were significantly related to teachers' perceptions of the effectiveness of eight of the ten most effective roles.

(1) Teachers with 4 - 20 years experience perceived the principal to be significantly more effective than did beginning teachers.

(2) Vice-principals were perceived to be most effective by teachers with 11 - 20 years experience working in schools serving an area with a population greater than 10,000.

(3) Subject department heads received their highest effectiveness ratings from those teaching in schools with more than 18 teachers located in a town with a population greater than 10,000 and serving an area with a population of a similar size.

(4) "Other teachers" were found to be most effective by teachers working in schools serving an area whose population was greater than 10,000.

(5) No group of teachers rated the guidance counselor significantly higher on effectiveness than did any other group.

(6) Teachers working with Roman Catholic boards perceived the district superintendent to be significantly _lower_ on effectiveness than did those employed by the Integrated boards.

(7) Males teaching in schools operated by Integrated boards rated board supervisor significantly higher on effectiveness than did any other group of teachers.

(8) Coordinating principals were found to be most effective by males working in schools of Integrated boards serving an area with a population of 1000 - 4999.

(9) No group of teachers rated board specialists significantly higher on effectiveness than did any other group.

(10) Teachers with 1 - 3 years experience perceived personnel associated with the Faculty of Education, Memorial University to be _less_ effective than did teachers with all other lengths of experience.

Teachers' Selections of the Most Effective and the Least Effective Supervisory Roles

1. From the list of 22 supervisory roles, nearly 75 per cent or 179 teachers selected the roles of principal, "other teachers", subject department head, personnel associated with the Faculty of Education, Memorial University, coordinating principal, district

superintendent, board supervisor, vice-principal, as the most effective.
Forty per cent or 96 of the 240 teachers responding selected the prin-
cipal as the most effective role.

2. One hundred and sixty-five teachers which was 68.7 per cent of
all respondents (or 83.7 per cent of those completing Form C of the
Questionnaire) indicated that the person occupying the most effective
role contributed 'to a great extent' or 'to some extent' to their
evaluation of its effectiveness. Thirty-three teachers which was 13.1
per cent of all respondents felt that the person in the role contributed
'to a lesser extent' or 'to no extent' to their evaluation of its
effectiveness.

3. In selecting least effective roles, teachers also varied widely
in their choices. Forty-four per cent or 113 teachers selected the
roles of board supervisor, vice-principal, district superintendent,
principal, consultant, regional superintendent, personnel associated
with the Central Office, Newfoundland Teachers' Association and personnel
associated with the Faculty of Education, Memorial University. Nearly
six per cent of the teachers selected the principal as the least effective
role.

4. Sixty-seven teachers which were nearly 28 per cent of all
respondents (or 48.2 per cent of those completing Form C) indicated
that the person occupying the least effective role contributed 'to a
great extent' or 'to some extent' to their evaluation of its effectiveness.
Seventy-two teachers or 30 per cent of all respondents felt that the
person in the role contributed 'to a lesser extent' or 'to no extent'

to their evaluation of its effectiveness.

(5) The roles of principal, 'other teachers', subject department head, personnel associated with the Faculty of Education, Memorial University and coordination principal were selected more frequently as the most effective roles, whereas the roles of board supervisor, district superintendent, and vice-principal were more frequently rated as least effective.

Conclusions

(1) The supervisory roles perceived by teachers as the most influential were those of principal, vice-principal, coordination principal, district superintendent, guidance counselor, board supervisor, 'other teachers', and personnel associated with the Faculty of Education, Memorial University. Of all the roles, the principal was perceived as most strongly affecting the behaviour of teachers.

(2) The roles which were perceived as the most effective in helping the teachers improve the content, processes or outcomes of their teaching were those of principal, vice-principal, subject department head, 'other teacher', guidance counselor, district superintendent, board supervisor, coordination principal, board specialist and personnel associated with the Faculty of Education, Memorial University.

(3) When teachers were asked to select the most effective role from all supervisory roles, forty per cent selected the principal while roughly thirty-five per cent selected 'other teacher', subject department head, personnel assoicated with the Faculty of

Education, Memorial University, coordinating principal, district
superintendent, board supervisor and vice-principal as the most
effective.

Recommendations

(1) A study of the purposes, functions and effective processes of
supervision should be an integral part of the professional
training of all teachers.

(2) In view of the effectiveness of 'other teachers' in helping
staff members, it is recommemded that greater opportunities
be provided for teachers in school systems by the restructuring
of teacher roles and that teachers be given greater freedom
from their 'in-class' responsibilities to share new ideas and
techniques with their colleagues.

(3) In view of the influence and effectiveness of the principal
in helping to improve the content, processes and outcomes of
the teachers' work in the school or classroom and as in many
of the schools of this province, the principal is unable to
provide the help and leadership he desires because of the competing
demands made on his time by routine clerical and administrative
tasks, it is recommended that greater emphasis be placed on
the efficacy of this role so that more professional educational
decisions can be made by the principal and his staff at the
school building level.

(4) The role of subject department head, although still in an early
stage of development, is perceived to be highly effective in

helping teachers to improve their work in the school or classroom.
In view of the rated effectiveness of this role, it is recommended
that the Department of Education and the School Boards of New-
foundland and Labrador give much consideration to the further
development and utilization of this role.

(5) This study demonstrates that teachers distinguish sharply among
supervisors. They regard those supervisors as influential and
effective in improving classroom instruction who are closely
associated with the teaching role. This study shows that as
the physical distance between supervisor and teacher increased,
the rated influence and effectiveness generally decreased. The
role of principal, for example, where the incumbent has oppor-
tunities to be close to staff members was rated overwhelmingly
by teachers as the most influential role. Persons in roles far
removed from the teacher will not likely affect the behaviour of
teachers regardless of their supervisory skills. It is therefore
recommended that in creating, restructuring, or changing roles
concerned with the improvement of the teaching-learning situation
the factors of closeness to the teacher be considered.

(6) In view of the influence and effectiveness of personnel associated
with the Faculty of Education, Memorial Univeristy, in helping to
improve the content, processes and outcomes of the teachers' work,
it is recommended that (a) greater emphasis be placed on the
services and assistance that the Faculty of Education can provide
and (b) closer liasion be established between the University's
Faculty of Education and school boards, teachers' associations

and Department of Education, so that schools and teachers can make optimum use of the resources and resource personnel which that institution has to offer.

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APPENDIX A

RESEARCH INSTRUMENT

TEACHER IDENTIFICATION OF INFLUENTIAL AND EFFECTIVE

SUPERVISORY ROLES

LETTER OF INTRODUCTION

Dear Teacher,

As you are aware, many supervisory roles exist in our school systems because of increased program diversification, specialization and other factors. Because of differences in school system size and complexity, the number and functions of supervising roles vary from system to system. However, the chief function of the supervisory role, wherever it exists is to help the teacher improve the content, processes and outcomes of his (her) work in the school or classroom.

In this study, in which we are asking for your help and co-operation, we are interested in finding the answer to the following question: "Which supervisory roles in the school system do teachers perceive as really affecting and helping them improve the quality of their professional work?"

Please remember, that in this study we are chiefly interested in the influence and effectiveness of supervisory roles and not the evaluation of persons in them. Included in the list of supervisory roles are those which may influence the teacher indirectly, as well as those which may directly influence the teacher's work.

As we are interested only in grouped data, we ask you not to identify yourself or your school. However, to keep a check on returns, we ask you to return separately to us the enclosed self-addressed post-card when you have completed your questionnaire.

Please, complete and return the questionnaire at your earliest opportunity.

Thank you for your co-operation; your assistance is most appreciated.

Sincerely,

Raymond Condon

FORM - A

TEACHER INFORMATION

(Please do not identify yourself by name or school)

Sex: 1) _____ Male   2) _____ Female

What is the population of the TOWN in which your school is located?

1) _____ Less than 500   2) _____ 500 to 999   3) _____ 1000 to 499

4) _____ 5000 to 10,000 5) _____ more than 10,000

What is the total population of the AREA served by your school?

1) _____ Less than 500   2) _____ 500 to 999   3) _____ 1000 to 499

4) _____ 5000 to 10,000 5) _____ more than 10,000

Under which type of Board of Education do you teach?

1) _____ Integrated   2) _____ Roman Catholic   3) _____ Pentecosta

4) _____ Seven Day   5) _____ Others
         Adventist

At what grade level (s) do you teach?

1) _____ 7   2) _____ 8   3) _____ 9

4) _____ 10   5) _____ 11   6) _____ 12

In what subject area is most of your teaching done?

1) _____ general   2) _____ mathematics   3) _____ French and/
                                                            Latin

4) _____ social studies 5) _____ language arts and literature

6) _____ science   7) _____ music   8) _____ religion

9) _____ physical   10) _____ art   11) _____ home econom
         education

12) _____ other

How many full time teachers are in your school?

1) _____ 2 to 5   2) _____ 6 to 11 teachers
         teachers
3) _____ 12 to 18 teachers 4) _____ more than 18 teachers

What is your total teaching experience?

1) _____ less than 1 year 2) _____ 1 to 3 years

3) _____ 4 to 10 years   4) _____ 11 to 20 years

5) _____ more than 20 years

How many years, beyond high school graduation, have you spent in preparation for teaching including both academic preparation and professional training?

1) _____ none   2) _____ less than 1 year 3) _____ 1 year

4) _____ 2 years   5) _____ 3 years   6) _____ 4 years

7) _____ 5 years   8) _____ 6 years   9) _____ more than

INFLUENTIAL AND EFFECTIVE SUPERVISORY ROLES

Below are definitions of <u>influential</u>, <u>non-influential</u>, and <u>effective</u> supervisors. Please read these definitions carefully. Note that the influential supervisor <u>influences</u> your teaching behavior in some manner; the non-influential supervisor does not influence your teaching behavior; the effective supervisor <u>improves</u> your work as a teacher.

SUPERVISOR

A supervisor is a person in the school, school system, Department of Education, or professional organizations who has a formal or informal obligation to help teachers <u>improve</u> the quality of their performance in their professional roles in the school or classroom.

INFLUENTIAL SUPERVISOR

An influential supervisor is a person who, you feel, <u>influences</u> your behavior as a teacher with respect to the content, processes, and outcomes of your work in the school or classroom.

NON-INFLUENTIAL SUPERVISOR

A non-influential supervisor is a person who, you feel, exerts <u>little</u> or <u>no influence</u> on your behavior as a teacher with respect to the content, processes, and outcomes of your work in the school or classroom.

EFFECTIVE SUPERVISOR

An effective supervisor is a person whose influence, you feel, serves to <u>improve</u> your behavior as a teacher with respect to the content, processes, and outcomes of your work in the school or classroom.

On the following pages is a list of possible supervisory roles
in (A) your school, (B) the school system, (C) the Department of Education
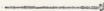and (D) your professional organization and university.
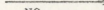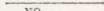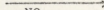
First, identify the supervisor in each supervisory role as
<u>influential</u> or <u>non-influential</u> by circling either <u>YES</u> (influential) or
<u>NO</u> (non-influential).

Next, use the following scale to circle the numeral which best
describes the <u>effectiveness</u> of each supervisor you have identified as
<u>influential</u>: 4 - very effective, 3 - effective, 2 - fairly effective,
1 - ineffective.

PLEASE NOTE: Omit roles that do not apply.

Add other roles that apply but are not included in the list.

A. SUPERVISORY ROLES IN THE SCHOOL

SUPERVISOR	INFLUENTIAL (circle YES or NO; if Yes rate the supervisor on effectiveness)		EFFECTIVENESS		
			very effective	effective	fairly effective
1. Principal	YES		4	3	2
	NO				
2. Vice-Principal	YES		4	3	2
	NO				
3. Subject Department Head	YES		4	3	2
	NO				
4. Other teacher	YES		4	3	2
	NO				
5. Guidance Counsellor	YES		4	3	2
	NO				
6. Other: please identify if any	YES		4	3	2
	NO				

B. SUPERVISORY ROLES IN THE SCHOOL SYSTEM

SUPERVISOR	INFLUENTIAL (circle YES or NO; if YES rate the supervisor on effectiveness)	EFFECTIVENE very effective	effective	fairly
1. District Superintendent	YES ⟶ NO	4	3	2
2. Assistant District Superintendent	YES ⟶ NO	4	3	2
3. Board Supervisor	YES ⟶ NO	4	3	2
4. Coordinating or Supervising Principal	YES ⟶ NO	4	3	2
5. Board Specialist (e.g. Music, Art, Physical Education, Religious Education, Guidance, etc.)	YES ⟶ NO	4	3	1
6. Other: Please identify if any	YES ⟶ NO	4	3	

C. SUPERVISORY ROLES IN THE DEPARTMENT OF EDUCATION

SUPERVISOR	INFLUENTIAL (circle YES or NO; if YES rate the supervisor on effectiveness)	very effective	effective	fairly effective	
1. Chief Superintendent	YES ⟶ NO	4	3	2	
2. Assistant Chief Superintendent	YES ⟶ NO	4	3	2	
3. Consultant or Specialist (e.g. Art, Social Studies, English, etc.)	YES ⟶ NO	4	3	2	
4. Regional Superintendent	YES ⟶ NO	4	3	2	
5. Other: please identify if any	YES ⟶ NO	4	3	2	

D. SUPERVISORY ROLES IN PROFESSIONAL ORGANIZATION AND UNIVERSITY

SUPERVISOR	INFLUENTIAL (circle YES or NO; if YES rate the supervisor on effectiveness)		very effective	effective	fairly effective	ineffective
1. Personnel associated with local branch of Newfoundland Teachers' Association	YES ⟶ NO		4	3	2	1
2. Personnel associated with Special Councils of the Newfoundland Teachers' Association	YES ⟶ NO		4	3	2	1
3. Personnel associated with the central office of the Newfoundland Teachers' Association	YES ⟶ NO		4	3	2	1
4. Personnel associated with the Faculty of Education at Memorial University	YES ⟶ NO		4	3	2	1
5. Other: Please identify if any	YES ⟶ NO		4	3	2	1

FORM - C

IDENTIFICATION OF YOUR MOST EFFECTIVE AND LEAST EFFECTIVE

SUPERVISORY ROLE

Identify the role that your <u>MOST EFFECTIVE SUPERVISOR</u> occupies.

Next, identify the role that your <u>LEAST EFFECTIVE SUPERVISOR</u>

occupies.

You are reminded that in selecting these roles you are to

consider only the supervisory roles which you have identified as

<u>INFLUENTIAL</u> on the previous forms (by circling YES). Roles that you

have omitted because they did not apply to you and roles that you have

identified as not being influential (by circling <u>NO</u>) are not to be

considered in this selection.

1. (a) The supervisory role I identify as the <u>MOST EFFECTIVE</u> is

    _____

   (b) To what extent does the person in the role you have identified
       above personally contribute to your evaluation of its effectiveness?

       1) _____ To a great extent (a different person would make me
                evaluate differently)

       2) _____ To some extent (a different person might make me
                evaluate differently)

       3) _____ To a lesser extent (it makes very little difference
                who is in the role)

       4) _____ To no extent (it makes no difference who is in the role)

2. (a) The supervisory role I identify as the <u>LEAST EFFECTIVE</u> is

    _____

   (b) To what extent does the person in the role you have identified
       above personally contribute to your evaluation of its effectiveness?

       1) _____ To a great extent (a different person would make me
                evaluate differently)

       2) _____ To some extent (a different person might make me evaluate
                differently)

       3) _____ To a lesser extent (it makes very little difference who
                is in the role)

       4) _____ To no extent (it makes no difference who is in the

APPENDIX B

CORRESPONDENCE WITH TEACHERS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

Department of Educational Administration
                              January 28, 1972

Dear Teacher,

      The enclosed materials offer you an opportunity to participate in research on supervision in education in this Province. Most studies of supervision have looked at it from the point of view of those outside the classroom. In contrast this research takes a "teacher's eye" view to discover the perceived influence and effectiveness of various supervisory roles in the schools and school systems.

      Your professional association has given its support to this study and approves your support as a professional teacher.

      Leadership in conducting the study comes from Mr. Ray Condon, a master of education student in the Department of Educational Administration.

      We hope you will participate in this study since we feel that it will make a substantial contribution to the improvement of education in this Province.

                  Yours sincerely,

                  Llewellyn Parsons

                  Llewellyn Parsons,
                  Asst. Professor

encl.

ndland (NTA) Teachers' Association

Dear Teacher:

Ray Condon, a graduate student in Educational Administration at Memorial University, is presently conducting a study entitled "Influential and Effective Supervisory Roles as Perceived by Senior High School Teachers in Newfoundland and Labrador".

After reading his proposal, I sincerely believe that the results of the study should benefit the education in our province.

I hope you will co-operate by completing the questionnaire and returning it as requested. In doing so you remain anonymous and are under no obligation whatsoever.

Yours sincerely,

Gilbert Pike/hr

Gilbert Pike,
President.

GP/hr

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

tment of Educational Administration

March 6, 1972

Dear fellow teacher,

Recently a questionnaire entitled, "Teacher
Identification of Influential and Effective Supervisory
Roles", was forwarded to you. Since you were one of the
few teachers who has the opportunity to participate in
the study, your response is vital to its success. Would
you please complete and return your questionnaire as soon
as you get a few minutes away from your busy schedule?

This study, to which you are making a very important
contribution, is part of a major one presently being
conducted by the Department of Educational Administration
under the direction of Dr. G. L. Parsons. Its purpose is
to find out how teachers view the various supervisory
roles in the school systems of our Province.

If you have already completed and mailed your
questionnaire, please disregard this letter.

Many thanks for your cooperation.

Yours sincerely,

Ray

Ray Condon

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

March 13, 1972

Dear Teacher,

Last January you were selected, along with several hundred other men and women teachers to participate in a study of the influence and effectiveness of supervisory roles in Newfoundland school systems. At that time and with the approval of your professional organization, Mr. Ray Condon, a graduate student in the Department of Educational Administration, sent you a questionnaire hoping that you would find time to participate.

Although the response to the questionnaire so far has been most gratifying we still want to hear from you so that the survey can be as complete as possible.

Enclosed you will find another copy of the questionnaire along with return envelope and self addressed post card. I would greatly appreciate it if you would kindly complete the materials and return them to Mr. Condon as soon as possible. To keep your response completely anonymous and to show that you have participated in the study, please return the post card separately.

Again, thank you for your professional help.

Yours sincerely,

Llewellyn Parsons

Llewellyn Parsons, Ph.D.,
Asst. Professor of Education