

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

CENTRE FOR NEWFOUNDLAND STUDIES

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

A Thesis

Presented to

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of the Requirements for the Degree

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by



Sister Teresa Doyle, P.B.V.M.

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DEDICATED IN LOVE

to

The Fond Memory

of

PARENTAL SUPER-VISION

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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 which supervisors may occupy, it is important to consider how influential and effective the persons in these supervisory roles are in helping teachers 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 and 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 the supervisor and teacher increased.

Each of 300 teachers selected randomly from a population of 1589 Junior High School teachers in the Province of Newfoundland and Labrador, rated the supervisory roles in his/her school system on influence and effectiveness. The seven roles perceived to be most

influential and effective were those of principal, vice-principal, 'other teachers', district superintendent, board supervisor, coordinating principal 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 and of area served, sex, professional preparation and experience. Almost 92 per cent of teachers selected persons occupying these seven roles 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.

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CHAPTER I

INTRODUCTION

Today, when schools are more open than closed organizations, administrators have become increasingly aware that teachers are demanding voice in how they are supervised and the criteria used. If public education is to be a smooth continuous process, administrators and teachers must cooperate fully in the instructional process. Eye and Netzer state that a working relationship between teacher and supervisor requires that "each hold the other in mutual respect, recognize the need for the diversification of tasks, and possess the capacity for finding individual satisfaction in a group enterprise."¹ When individuals fail to function, the instructional process is hindered. For this reason, a high degree of congruence in the perceptions of supervisor and teacher is desirable and necessary if the instructional program is to function properly.

Much has been written about perceptions. Gordon² indicated that perceptions are in reality the interaction of sensations in relationship to past experiences. Tagiuri³ reasoned man is engaged in perceiving

¹Glen C. Eye and Lanore A. Netzer, Supervision of Instruction - A Phase of Administration (New York: Harper and Row, 1965), p. 39.

²Jesse E. Gordon, Personality and Behaviour (New York: The MacMillan Company, 1963), p. 171.

³Renato Tagiuri and Luigi Petrillo, eds. Person Perception and Interpersonal Behaviour (Stanford, California: Stanford University Press, 1958), p. IX.

without paying much attention to how he does it.

Getzels, Lipham and Campbell⁴ suggested that beliefs, attitudes, values, and disposition play a crucial role in the formation of perceptions. Heider⁵ reasoned that perceptions are made in relation to the motives, sentiments and beliefs of other persons. Bills⁶ concluded that people behave in a manner consistent with their beliefs about reality. He found these perceptions to be influenced by needs, values, physiological conditions, threat, opportunity, and concepts of one's self and others.

Individuals perceive acts, events, roles and interactions with others in view of their own experience. The collection of experiences which formulate perceptions is unique to each individual. Eye and Netzer⁷ cautioned that two persons observing the same thing at the same time do not necessarily assure commonality of what is perceived. Overman⁸ studied the perceptions of the role of the instructional supervisor in a state department of public education. He found that teachers and state instructional supervisors showed a marked difference in their perceptions

⁴Jacob W. Getzels, James M. Lipham, and Ronald F. Campbell., Educational Administration as a Social Process: Theory Research Practice (New York: Harper and Row, 1968), p. 315.

⁵Fritze Heider, "Perceiving the Other Person," Person Perception and Interpersonal Behaviour, eds Tagiuri and Petrullo, op. cit., p. 24.

⁶Robert Bills, "About People and Teaching," Bulletin of the School Service, XXVII (December, 1955), p. 29.

⁷Eye and Netzer, op. cit., p. 188.

⁸Fred J. 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.

of most state supervisory tasks. Neville⁹ investigated the supervisory function of the elementary school principal as perceived by teachers. He found that a significant difference existed among schools concerning the "existing use" of elementary principals of certain supervisory practices and procedures. He concluded that school faculties have distinctly different perceptions of the supervisory function of the principal from building to building.

The effective supervisor must, therefore, be aware of the teachers' perceptions of him as compared to his own perceptions of his role.¹⁰ Once he has the means to determine if congruence exists, the supervisor will be able to adjust his behaviour accordingly.

Because of the complexity of school systems today, administrative and supervisory roles proliferate. The main purpose of this study is to ascertain what general and specific supervisory roles teachers perceive as contributing to the overall effectiveness of instructional supervision.

History of Supervision in Newfoundland

The evolution of the supervisory concepts and practices has differed significantly from area to area due to variations in organizational structure, prevailing social and economic conditions and

⁹Richard F. Neville, "The Supervisory Function of the Elementary School Principal as Perceived by Teachers", (unpublished Doctoral dissertation, The University of Connecticut, 1963), p. 165.

¹⁰Adolph Unruh and Harold E. Turner, Supervision for Change and Innovation (Boston: Houghton-Mifflin Co., 1970), p. 66.

differing value systems.¹¹

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 re-organization of education at both Board and Departmental level have many of the present-day roles emerged.

However, the date of Newfoundland's first attempt at Educational Evaluation--with the appointment of inspectors in 1843--compares favourably with the date of similar advances in Upper Canada and the United Kingdom. It is noteworthy that this date does not represent the beginning of inspection in Newfoundland, for the several societies active in education had adopted the practice of having some person (usually a clergyman) visit schools and make periodic reports to "headquarters", giving his opinion on the quality of the work and offering suggestions and recommendations. These efforts had several basic weaknesses--they were not systematic nor were they ordinarily performed by professional educators.¹²

The Act of 1843 created separate boards for Roman Catholic and Protestants and divided the education grants between both groups. However, rather than providing each board with its own Inspector,

¹¹G. L. Parsons, Teacher Perceptions of Supervisory Effectiveness: An Analysis of Supervisory Roles in School Systems (unpublished Doctor of Education Thesis, University of Toronto, 1971), p. 28.

¹²F. W. Rowe, The Development of Education in Newfoundland (Toronto: The Ryerson Press, 1964), p. 137.

the government devised a scheme whereby a Roman Catholic and a Protestant inspector would do the work of visiting all schools in alternate years.¹³

This continued until 1858 when provisions were made for two inspectors--one Roman Catholic and one Protestant. These first inspectors were to visit schools and "report annually to the Department of Education upon the state of the school, the character and description of the teacher and the proficiency of the students."¹⁴

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 of that time (Roman Catholic, Church of England and Methodist).¹⁵

The inspector's role continued with very few functional changes until the third decade of this century. The Act of 1920 was the first legislation to approach the problem of inspection in a professional way. It showed an appreciation of the growing trend away from inspection and toward supervision.¹⁶ In addition to a professional examination, basic

¹³Ibid., p. 138.

¹⁴Ibid.

¹⁵Frederick Buffett, "A Study of Existing and Desired Supervisory Practices in Newfoundland" (Unpublished Doctoral dissertation, Boston University School of Education, 1967), p. 22.

¹⁶Rowe, op. cit., p. 144.

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. Opportunity was provided these supervisors to pursue an additional year of professional training at Canadian and American Universities.

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 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 program, 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 which was "the appointment of from one to three teachers (depending on the size of the system) with the salary status of Vice-Principal, whose function was to supervise the 'feeder' schools."¹⁷

¹⁷Ibid., p. 147.

This system of supervision continued until the implementation 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 re-organization 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 several consultants, 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.

In summary, there exists in Newfoundland today many supervisory roles--some ^{are} common to the entire province; others ^{are} presently available only in certain regions. These supervisory roles include--within the school--the Principal, the Vice-Principal, the Subject Department Head, and other teachers'; within the district--the District Superintendent, the Assistant District Superintendent, District Supervisor(s), Curriculum Specialists and the Supervising or Co-ordinating Principal; beyond the board level, the roles include those of Department of Education Consultants, Provincial Regional Superintendents and Memorial University Consultants.

STATEMENT OF THE PROBLEM

The major problems of this study are as follows:

When teachers analyse the various supervisory roles in the school or school system

- (i) which roles are perceived by them as influencing their behaviour in some way (INFLUENTIAL ROLES)?
- (ii) which influential supervisory roles in the school or school system are perceived by teachers as most effective in serving to improve the content, processes and outcomes of their teaching (MOST EFFECTIVE ROLES)?
- (iii) which influential supervisory roles in the school or school system are perceived by teachers as the least effective in serving to improve the content, processes and outcomes of their teaching (LEAST EFFECTIVE ROLES)?

Sub-problems of the study are:

- (1) Are teachers' perceptions of supervisory influence and effectiveness related to the following factors?
 - (a) Sex of teacher (Male, Female)
 - (b) Size of town in which the school is located
 - (i) less than 500
 - (ii) 500 - 999
 - (iii) 1,000 - 4,999

- (iv) 5,000 - 10,000
- (v) more than 10,000
- (c) Population of area served by the school
 - (i) less than 500
 - (ii) 500 - 999
 - (iii) 1,000 - 4,999
 - (iv) 5,000 - 10,000
 - (v) more than 10,000
- (d) Type of board (Integrated, Roman Catholic, Pentecostal, Seventh Day Adventist, Others)
- (e) Size of school (2 - 5 teachers, 6 - 11 teachers, 12 - 18 teachers, more than 18 teachers)
- (f) Teaching experience (less than 1 year, 1 - 3 years, 4 - 10 years, 11 - 20 years, more than 20 years)
- (g) Length of professional and academic preparation
(None, less than 1 year, 1 year, 2 years, 3 years, 4 years, 5 years, 6 years, more than 6 years.)

Purpose of the Study

- 1) To identify, through Junior High School teachers' perceptions, the influential and effective supervisory roles which might provide insights into the re-organization 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 FRAMEWORK

a. Definitions of Supervision

Ideas concerning the nature of supervision vary, Adams and Dickey (1953) assert that "supervision is a planned program for the improvement of instruction."¹⁸ The Dictionary of Education (1959) defines supervision as "all efforts of designated school officials toward providing leadership to teachers and other educational workers in the improvement of instruction: involves the stimulation and professional growth and development of teachers, materials of instruction, and methods of teaching, and the evaluation of instruction."¹⁹ Wiles (1967) sees it as "assistance in the development of a better teaching-learning situation."²⁰ Eye and Netzer (1965) state that supervision is "that phase of school administration which deals primarily with the achievement of the selected instructional expectations of education services."²¹ Lucio and McNeil

¹⁸Harold P. Adams and Frank G. Dickey, Basic Principles of Supervision, (New York: American Book Company, 1953), p. 320.

¹⁹Carter V. Good (ed.), Dictionary of Education, (New York: McGraw-Hill, 1959), p. 40.

²⁰Kimball Wiles, Supervision for Better Schools, (3rd ed., Englewood Cliffs, N.J.: Prentice-Hall, 1967), p. 8.

²¹Eye and Netzer, op. cit., p. 12.

(1962) regard supervision as a process of "the determination of ends to be sought, the design of procedures for effecting the ends, and the assessment of results".²²

Finally, Boardman, Douglas and Bent (1953) describe supervision as:

the effort to stimulate, coordinate and guide the continued growth of teachers in a school, both individually and collectively, in better understanding and more effective performance of all functions of instruction so that they may be better able to stimulate and guide the continued growth of every pupil toward the richest and most intelligent participation in modern democratic society.²³

Although there is some variation in perceptions of the function of supervision, there is general agreement that its primary role is to improve instruction. Franseth (1961) writes, "supervision should contribute to the educational program in such a way that the quality of living will be improved because of it".²⁴ Gwynn (1961),²⁵ Neagley and Evans (1964)²⁶ and Burton and Brueckner (1955)²⁷ all agree that the

²²William H. Lucio and John D. McNeil, A Supervision - A Synthesis of Thought and Action, (New York: McGraw-Hill Book Company, 1962), p. 46.

²³Charles W. Boardman, et. al., Democratic Supervision in Secondary Schools, (Cambridge: The Riverside Press, 1953), p. 557.

²⁴Jane Franseth, Supervision as Leadership, (Evanston, Ill., Row, Peterson, 1961), p. 50.

²⁵J. Mirror Gwynn, Theory and Practice of Supervision (New York: Dodd, Mead, 1961), pp. 27-31.

²⁶Ross L. Neagley and N. Dean Evans, Handbook for Effective Supervision of Instruction (Englewood Cliffs, N.J.: Prentice-Hall, 1964), p. 3.

²⁷William H. Burton and Brueckner, Supervision: A Social Process, (Appleton, 1955), p. 715.

fundamental role of the educational supervisor is to bring about improved instruction.

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, department or subject head, guidance counselor and other teachers may each perform a supervisory role. Within the school district, the supervisory function may be assumed under a variety of titles--district superintendent, assistant district superintendent, board supervisor, supervising principal, board specialist. At the central education offices, chief superintendent, consultants and regional superintendents may provide the leadership necessary to improve the quality of the teachers' work in the school or classroom: As Wiles states:

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. In fact, probably most supervision is provided by teachers to other teachers.²⁸

The supervisory roles which exist in a school system "are a consequence both of certain social necessities and of the increasing complexity of school organization."²⁹

b. Supervision as a Branch of Administration

Supervision, as leadership activity, is a sub-set of administration.

²⁸Wiles, op. cit., p. 399.

²⁹Lucio and McNeil, op. cit., p. 23.

Curtin³⁰ sees the line between administrative practices and supervisory practices as thin indeed. The formation of a supervisory program he designates as an administrative task.

Burton and Brueckner³¹ view the relationship between administration and supervision as one of cooperation and not of contrast and competition.

Getzels, Lipham and Campbell state "the administrative process takes effect in situations involving person to person interaction."³²

In such a superordinate-subordinate relationship the superordinate is expected to supervise in some fashion the subordinate, and conversely the subordinate is expected to accept some form of supervision.³³

Wilson and his associates state "the legal authority for administration and supervision is not separately allocated. Rather, responsibility for the general and the particular aspects of institutional management rests in the office of the school superintendent".³⁴ Roles associated with an administrative or supervisory office may be chiefly administrative, primarily supervisory or a combination of both.

Eye and Netzer conceptualize the "formal" supervisory staff position as attached to the superintendent's office and designate three

³⁰James Curtin, Supervision in Today's Elementary School (New York: The Macmillan Company, 1964), pp. 227-229.

³¹Burton and Brueckner, op. cit., pp. 96-98.

³²Getzels, Lipham and Campbell, op. cit., p. 52.

³³Ibid., p. 325.

³⁴Craig L. Wilson and T. Madison Byar, et. al., Sociology of Supervision (Boston: Allyn and Bacon, 1969), p. 185.

main responsibilities of the incumbent of this office:

- (i) collecting and organizing information about the instructional program
- (ii) helping the superintendent interpret the information collected concerning the instructive program .
- (iii) acting under the direction of the superintendent in the specialized contributory and supportive activities primarily involved with planning instructional improvement.³⁵

However, as Parsons observes, this formal position would be manifestly supervisory only "if its incumbents were influential in changing or improving the behaviour of the teacher with respect to the content, process or outcomes of the teacher's work in the school or classroom."³⁶

c. Power, Authority, Influence and Supervision

The concepts of power, authority and influence are basic to the purpose of stimulating change that may be evaluated as improvement of instruction. Power, which is the ability to perform, may be an attribute of an individual, a group or an institution.³⁷ Individual power may be physical, psychological, or social. It may be exercised over members

³⁵Eye and Netzer, op. cit., pp. 78-79.

³⁶Parsons, op. cit., p. 10

³⁷Ibid., p. 13.

with or without authority. It may be possessed by individuals and not used because of the absence of authority. Traditionally, power as a social concept has been associated with authority. As Moore stated:

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 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 designs.³⁸

The Tripartite Power Theory developed by Wilson, Byar, Shapiro and Schell explains the forces, both formal and informal, which shape and change institutions in society. It has particular relevance to school supervision and the forces which maintain public schools and bring about change. Three components are essential to this theory--position, plan and person.

The components of person and plan are individual in nature. A person has physical effort which he can bring to bear on a situation. A plan exerts psychological effort. The third component, position, is not individual in nature. It is a social power. Wilson stated that it is:

. . . the collective power of a group to reach consensus and accord a special position to one of its members. In exchange for this "honour", the group gives itself over in one degree or another to the authority it allows the individual who accepts such a position. When a creative individual accepts an official

³⁸Nathaniel H. Moore, "Power and the Powerless", Educational Leadership, XXVII, No. 4 (January, 1970), pp. 389-391.

position, he accepts it upon terms also acceptable to his group. Since they could not, or did not, do what he did, they lack what he "has"; yet he becomes encumbered with a group expectancy which presumably he alone can fulfill.³⁹

In terms of the Tripartite Power Model, public pressure for change is brought to bear upon a position in an institution. The response to this public demand may be channeled in two directions. First, a plan may be developed. This plan uses psychological effort to gain public interest and emotional acceptance. The second response to public demand can be leveled at a person. This uses physical effort, and generally results in public recognition of the need for new leadership. Wilson explained this relationship as follows:

Since groups cannot and do not think, the first verbalization comes from an individual creative critic. He first seeks adjustment, or even reform by applying the pressure of an idea to the plan side, as illustrated by the Tripartite Model. That is, he advances an idea, usually an "if-then" theory, as a possible solution to the emergent problem. Others join in his thinking and they form as they develop common perceptions a minority group internal to the institution. The object is still one of internal reform. If it comes, all is well for the institution. . . . When however, internal creative critics are unable to secure needed internal reform, they have little or no recourse but to risk public recognition of the need for new leadership. Hence, they "break out" of the old institutional pattern, which is usually controlled by some "hard" or autocratic types of oligarchy at the time this happens. They "break out" to seek public support for change.

. . . . Thus when professional plans for needed change fail a proper hearing from within, dedicated creative critics take steps to arouse public pressure from outside the institution.⁴⁰

Wilson, Byar, Shapiro and Schell identified three types of institutional members. These members develop from various degrees of

³⁹Wilson, et al., op. cit., p. 84.

⁴⁰Ibid., pp. 86-87.

accepted responsibility with respect to the released functions that characterize the institution. The types of members identified are the (1) serious-advocates, the (2) sluggish-moderates, and the (3) creative critics.

Serious advocates are those individuals who are committed to the goals and purposes of the institution. They are pro-status quo and support the administration in most matters. Their loyalty to the situation and its established offices is beyond doubt.⁴¹ The only change that is ever needed is a change of non-leader personnel. To these individuals, the institution works and is satisfactory. The serious-advocates are principally position oriented.

Sluggish-moderates make up the largest portion of individuals in an organization. They feel no strong bond to the institution, and are in a state of flux. These individuals are opportunistic, and can become interested in a "good deal" regardless where it comes from.⁴² Wilson explained that:

Because they can be led and because they seek opportunity, they naturally adapt to plan-orientation. The public image of any institution is usually associated with extreme elements, but the success of an administration depends upon the active leadership exercised over the sluggish moderates. Change seeps in "from the edges", but it always becomes the tasks of the moderates to supply the manpower to carry it through.⁴³

⁴¹Gerald R. McGowan, "A Study of Perceptions of Supervisory Tasks and Processes," (Unpublished Doctoral dissertation, University of Wisconsin, 1971), p. 22.

⁴²Ibid.

⁴³Wilson, et al., op. cit., p. 29.

Creative critics are those individuals of a small minority who challenge the assumptions upon which the institution is founded. They aim for internal reform or the modernization and technical or organizational improvement of institutional practices. The idea starts with an individual, and is person orientated. If successful, the creative critic convinces the "sluggish-moderates" of the worth of his cause and a new position is created. The cycle is complete from position to plan to person back to position.

The dynamic nature of the Tripartite Power Theory emphasizes that the institution is not stagnant. It is possible for an individual to be a creative-critic in a given area, a sluggish-moderate in a second, and a serious-advocate in a third. Individuals cannot be conveniently placed into any one category. This knowledge will be of value to supervisors in working more effectively with teachers. The main purpose of supervision is to change the serious advocate into a creative critic.

Authority is social acquiescence to some form of power;⁴⁴ it is an acceptance of ability perceived in others or the willingness of a group to be affected by the ability of others. It may be assumed, 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.⁴⁵

⁴⁴Ibid., p. 77.

⁴⁵Parsons, op. cit., p. 15.

Williams lists two basic kinds of authority--formal and functional. The bases for formal authority are the legal order, hierarchical office or role position, formal authority conferred by the organization and the use of sanctions and social approval.⁴⁶ Functional authority depends upon special or technical knowledge and competence, personal authority, techniques of persuasion and a fundamental knowledge of human beings and their individual needs. Blau and Scott use the term 'informal' and 'formal' authority. Formal authority, they maintain is legitimated by values that have become institutionalized in legal contracts and cultural ideologies.⁴⁷ Informal authority on the other hand, is that authority which "is legitimated by the common values that emerge in a group".⁴⁸ A supervisor, from his knowledge of human beings and individual needs, may realize the necessity of making teachers feel that they are making an important contribution to the school. When he does this, those teachers affected will most likely be willing to accept his guidance in other matters. Among professional members of an organization, formal authority is unlikely to be as effective in influencing and changing teacher behaviour as functional or informal authority which depends upon the supervisor's ability, knowledge and expertise in

⁴⁶J. G. Williams, "The Concept of Authority", The Journal of Educational Administration, VI, No. 2 (October, 1968), p. 155.

⁴⁷Peter M. Blau and Richard Scott, Formal Organizations: A Comparative Approach (San Francisco: Chandler Publishing Company, 1962), p. 144.

⁴⁸Ibid.

mediating individual and group needs.⁴⁹

Teachers perceive the supervisor as having formal authority. However, as Wilson and his colleagues point out, this perception of formal authority without comparable functional authority raises a perplexing problem for and presents a challenge to all involved in supervision.⁵⁰ Formal authority alone is not sufficient for effectiveness. The willingness of professional colleagues and workers to be guided by the supervisor's ideas, plans and action will stem from his knowledge of the human aspect of administration and his ability to understand and help teachers. Supervision requires both kinds of authority--formal and functional, but supervision without the latter will have less power to influence.

Influence is the consent granted individually by a person to be affected by the opinions and behaviours of another.⁵¹ Katz and Kahn define an act of influence as "any behaviour which produces an effect whether in behaviour, psychological state, or any other condition."⁵² Every influence is not successful in producing the intended effect. The effect may be exactly as intended, exactly opposite or there may be no behavioural change. This variability of effect indicates the fundamental

⁴⁹Parsons, op. cit., p. 16.

⁵⁰Wilson, et al., p. 15.

⁵¹Parsons, op. cit., p. 17.

⁵²Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: John Wiley and Sons, 1966), p. 219.

difference between the concept of authority and the concept of influence. In the case of authority, the decision is made for the person who complies with the command and so the effect is intended; however, the receiver of the influence attempt can make a choice to do as was intended, the opposite or to show no overt behavioural change.

Influence may be exercised directly or indirectly by many modes. A leader can increase the sphere of his influence over a person by providing services and help which cause that person to become obligated to him.⁵³ However, it is the supervisor's willingness to 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 which are most likely to increase his sphere of influence with the teacher.

d. Influential and Effective Supervisory Roles

A supervisory role is influential if the incumbent of the position influences the behaviour of the teacher in the 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."⁵⁴ So that the level of achievement will exceed the

⁵³Blau and Scott, op. cit., p. 142

⁵⁴ibid., p. 140

basic minimum requirements:

a person or role is needed in the organization to influence, motivate, stimulate, inspire and guide the worker to go beyond the minimum standards in such a way as to meet his physical, psychological and social needs while achieving the goals of the organization.⁵⁵

To be influential, the supervisor will require knowledge of human wants and needs and the ability to understand people. Unless the supervisor can motivate and inspire members of the organization to change or improve, he will be non-influential in the organization, i.e., he will have no effect on the teacher's behaviour.

Influential supervisors may be effective or ineffective. "An influential supervisory role is effective if the influence exerted by the person in it serves to improve the content, processes or outcomes of the teacher's work in the classroom".⁵⁶ "The effective supervisor must be aware of the teachers' perceptions of him as compared to his own perceptions of his role".⁵⁷ 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.⁵⁸

"Before supervision can reach its maximum potential participants in the supervisory process must be in close agreement as to

⁵⁵Parsons, op. cit., p. 11.

⁵⁶Ibid., p. 12.

⁵⁷Unruh and Turner, op. cit., p. 66.

⁵⁸Ibid., p. 15.

the techniques and practices that are seen as being effective in improving the supervisory process".⁵⁹ Therefore, if supervisors are skillful and effective leaders, they will be sensitive to the perceptions and expectations of teachers.

Curtin (1964)⁶⁰ and Swearingen (1962)⁶¹ are among several authorities who believe that an understanding of teachers' perceptions is important to the function of building better teacher-supervision relations.

RATIONALE FOR VARIABLES USED IN THIS STUDY

Introduction

The factors relating 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, therefore the seven considered to be most closely related to 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, (vii) population of the area served by the school.

⁵⁹Everett Lee Walden, Perceptions of Teachers and Principals Concerning Supervision in Outstanding Large High Schools in Colorado, (unpublished Doctoral dissertation, University of Colorado, 1967), p. 1.

⁶⁰James Curtin, op. cit., p. 5.

⁶¹Mildred Swearingen, Supervision of Instruction: Foundations and Dimensions (Boston: Allyn and Bacon, 1962), p. 287.

While it may be argued that other variables such as race, religion and nationality, are of major importance, perhaps equally important, they will be excluded from this study.

Sex

Because of the narrow area of this study (Junior High School), in considering sex as the first related variable, no projection will be made concerning the direction of any relationships which may exist. Other studies which have included an examination of the relationship of sex to teachers' perceptions of supervisory effectiveness have dealt with much broader populations. 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),⁶² following an investigation of supervisory services in secondary schools, reported that male and female teachers were in close agreement as to desirable supervisory activities. However, the Parsons' Study (1971),⁶³ revealed that teachers' perceptions of the effectiveness of the seven most influential and effective supervisory roles varied according to the sex of the teacher. He also stated that the sex of the teacher, while showing relatively low correlation with perceptions of effective supervisory styles and behaviour, was, nevertheless, significant and

⁶²William Lawrence Gogan, "A Study of Supervisory Services and Activities of Selected Secondary Schools for the Improvement of Instruction," (Unpublished Doctoral dissertation, The University of Nebraska Teachers' College, 1964).

⁶³Parsons, op. cit., p. 128

ought to be considered in the supervisory process.

Other reasons for considering sex as a variable in this study were (i) the fact that males tend to consider teaching as a life-long career, whereas, females often retire early from the profession, (ii) 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 district level, combined with the dearth of females teaching in Junior 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 the Junior High School teachers in the sample had at least four years formal preparation for their educational careers. During the period of professional training, a teacher becomes acquainted with the literature on supervision, and as a result, a definition of the supervisory role becomes internalized. Consequently, a teachers' knowledge of the supervisory role increases with his/her professional training. Therefore, it can be assumed that the longer the training, the more intense the internalization of an idealized conception of the supervisory role.

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 inexperienced will affect the perceptions of teachers in both groups.

Teaching Experience

Another factor which will influence teachers' perceptions of supervisory influence and effectiveness is the actual experience of the teachers 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. For this reason, Gross and Herriot⁶⁴ 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 the preparatory phase that provides him with standards for the performance of his role in the organizational reality phase." The experienced teacher, on the other hand, has mellowed the idealized

⁶⁴Neal Gross and Robert E. Herriot, Staff Leadership in Public Schools: A Sociological Inquiry. New York: John Wiley and Sons, Inc., 1965, p. 99.

conception by experience with reality.

A review of recent research literature indicates that a relationship between teacher experience and the perception of supervisory stimuli does exist. In a study conducted in 1963, Logan,⁶⁵ having investigated the attitudes of teachers toward supervisors stated that teachers with less than one year of teaching experience and those having over 40 years of experience had the best attitudes toward their supervisors.

As a result of a study to compare teachers' and principals' perceptions of supervisory stimuli, Marquit (1968)⁶⁶ stated that as their experience increased, teachers tended to score higher on their perceptions of the principal's supervisory stimuli.

Parsons (1971)⁶⁷ 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.

Size of School

It is assumed that the size of the school will be significantly related to teacher perceptions of effective supervisory roles. In very small schools, such supervisory personnel as guidance counselor and

⁶⁵John Blair Logan, "The Relationship Between Teachers' Attitudes Toward Supervisors and Selected Variables that Might Affect their Attitudes," (Unpublished Doctoral dissertation, The Pennsylvania State University, 1962).

⁶⁶Lawrence J. Marquit, "Perceptions of the Supervisory Behaviour of Secondary School Principals." (A paper presented at the 1968 Annual meeting of the American Educational Research Association, Chicago, Illinois, February 7-10, 1968).

⁶⁷Parsons, op. cit., p. 142.

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 often lacks 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 twenty-five 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)⁶⁸ and Parsons (1971)⁶⁹ reported that the results of their studies indicated that a relationship between the size

⁶⁸Ibid.

⁶⁹Parsons, op. cit., p. 139.

of the 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 might 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 operated its own schools, staffed very largely by adherents to that particular sect. The past five years have seen such changes as (i) the amalgamation of many small boards into large consolidated ones--reducing the number of boards from several hundred to thirty-five, (ii) the integration of the school services of the Salvation Army, Church of England and United Church of Canada, (iii) the opening of several privately operated schools, (iv) the 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, (v) the operation of

several joint-service schools where two or more denominational boards maintain a school or school system jointly. Whereas, in the traditional system it could be predicted that teachers would tend to reflect the philosophy of the Church operating a school, no such prediction could be made today. It is worthwhile, however, to consider the type of Board as a factor in order to ascertain if the recent changes have resulted in a more homogenous system where the type of Board with which the teacher is employed is not a significant factor in his/her perceptions of supervisory influence and effectiveness. Such might not be the case; it may be that a significant difference does 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 only the personnel within the school are close to the teacher. This means that teachers in larger centers are easily accessible to supervisory personnel both within and outside the school. Consequently, it is expected that

teachers in small communities will perceive supervisory help differently from teachers in large centers.

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 systems 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 but a part of the total population 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 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

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 ($\alpha = .05$).

Hypothesis 3: The size of the town in which the school is situated is significantly related to teachers' perceptions of influential supervisory roles ($\alpha = .05$).

Hypothesis 4: The population of the area served by the school is significantly related to teachers' perceptions of influential supervisory roles ($\alpha = .05$).

Hypothesis 5: The type of Board of Education is significantly related to teachers' perceptions of influential supervisory roles ($\alpha = .05$).

Hypothesis 6: The size of school is significantly related to teachers' perceptions of influential supervisory roles ($\alpha = .05$).

Hypothesis 7: Teaching experience is significantly related to teachers' perceptions of influential supervisory roles ($\alpha = .05$).

Hypothesis 8: The length of professional and academic training is significantly related to teachers' perceptions of influential supervisory roles ($\alpha = .05$).

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 ($\alpha = .05$).

Hypothesis 11: The sex of the teacher is significantly related to teachers' perceptions of effective supervisory roles ($\alpha = .05$).

Hypothesis 12: The size of the town in which the school is situated is significantly related to teachers' perceptions of effective supervisory roles ($\alpha = .05$).

Hypothesis 13: The population of the area served by the school is significantly related to teachers' perceptions of effective supervisory roles ($\alpha = .05$).

Hypothesis 14: The type of Board of Education is significantly related to teachers' perceptions of effective supervisory roles ($\alpha = .05$).

Hypothesis 15: The size of school is significantly related to teachers' perceptions of effective supervisory roles ($\alpha = .05$).

Hypothesis 16: Teaching experience is significantly related to teachers' perceptions of effective supervisory roles ($\alpha = .05$).

Hypothesis 17: The length of professional and academic training is significantly related to teachers' perceptions of effective supervisory roles ($\alpha = .05$).

DEFINITION OF TERMS

1) Supervision:

Supervision is defined as "all efforts of designated school officials directed towards providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, and methods of teaching; and the evaluation of instruction."⁷⁰

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.⁷¹

3) Influence:

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

⁷⁰C. V. Good, op. cit., p. 539.

⁷¹Parsons, p. 1.

the behaviour of the teacher with respect to the content, processes, and outcomes of the teacher's work in the school or classroom.⁷²

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.⁷³

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.⁷⁴

8) Junior High School Teacher:

A Junior High School Teacher is a person who teaches at the grade 7, 8, or 9 level (or any combination of these grade levels) and who does not hold the position of Principal, Vice-Principal or Guidance Counselor.

9) Role:

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

10) Perception:

Perception is defined as an individual's concepts which represent preferential biases developed out of experiences.⁷⁵

⁷²Ibid., p. 58.

⁷³Ibid.

⁷⁴Ibid.

⁷⁵Katz and Kahn, op. cit., p. 188.

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 improvement.⁷⁶
- 2) Supervision is a vital function of school administration whether coming from a line or staff position.⁷⁷
- 3) Many personal and situational factors influence teachers' perceptions of supervisory roles.

DELIMITATIONS

- 1) The study is concerned only with Junior High School teachers' 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) This 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.

⁷⁶Eye and Netzer, op. cit., p. 39.

⁷⁷Ibid.

CHAPTER II

REVIEW OF RELATED RESEARCH LITERATURE ON EDUCATIONAL SUPERVISION

Introduction

Historical developments in supervision can generally be categorized into four periods. Eye and Netzer¹ designated the period from the late 1950's to the present as one of 'Research Orientation'. Lucio and McNeil² called it one of "Reason and Practical Intelligence." Both terms indicate that there was wide participation of both teacher and supervisor in the processes of inquiry and the judgement of outcomes. Eye and Netzer³ indicated that this was a period where role perceptions, situational factors, instrumentation for data collection, empirical study, experimental and control factors and hypothesizing played a major role in supervision and the supervisory process.

Literature during this period indicates that research revealed considerable difference of opinion in the perceptions of individuals regarding the purpose of supervision and the effectiveness of the supervisory techniques.

¹Eye and Netzer, p. 9.

²Lucio and McNeil, p. 12.

³Eye and Netzer, p. 9.

In an analysis of the literature on educational supervision up to 1959, Harmes arrived at the following conclusions:

1. A difference of perceptions between teachers and supervisors does exist concerning the nature of problems confronting teachers.
2. A difference of perceptions between supervisors and teachers does exist concerning the methods of dealing with the problems which teachers have.⁴

Research since that date reveals similar findings as the literature reviewed in the following paragraphs indicates. The twelve studies chosen represent eight specific surveys conducted from 1960 to 1971 on the perceptions of personnel involved in the supervisory process and four dealing with research on supervisory services and practices.

It is hoped that by discovering through this study the perceptions of teachers regarding influential and effective supervisory roles in the school or school system, the researcher will be enabled to recommend reorganization of roles so that the content, processes or outcomes of the teacher's work in the classroom will be improved.

The Edmund and Hemink Study, 1960⁵

The main purpose of this study was to analyze the degree to which

⁴H. M. Harmes, "Improving Teaching Through Supervision: How is it Working?", Educational Administration and Supervision, XLX (May, 1959), p. 172.

⁵Edmund, Neal and Lyle Hemink, "Do Student Teachers and Supervising Teachers Communicate with Each Other?", Journal of Educational Research, 53:355-357, 1960.

student teachers and supervising teachers agree on the students' areas of greatest and least success. It was found that students and teachers significantly disagreed. Edmund and Hemink interpreted this as an indication of poor communication, but it might be equally logical to infer, as did Wertenberger,⁶ that the differences of opinions were due to the differences in role perceptions of the supervising teachers and the student teachers.

The Logan Study, 1962⁷

Logan, investigating the attitudes of teachers toward supervisors, reported that:

1. Teachers with less than one year of teaching experience and teachers having over 40 years of experience had the best attitudes toward their supervisors.
2. Lowest attitude scores occurred in the age range of 25 to 31.
3. There was no relationship between teacher attitude and the number of courses taken in supervision or administration.

The Gwaltney Study, 1963⁸

In his analysis of the role of "the elementary supervisor," Gwaltney

⁶Isabel Wertenberger, "Teachers' Perceptions of Supervisors in the Elementary Schools" (Unpublished Master of Arts thesis, University of South Florida, 1966), p. 21.

⁷J. 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).

⁸Thomas 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).

attempted to discover whether the elementary supervisor's perception of his role differed significantly from superintendents' and teachers' perceptions of his role. His conclusions were:

1. The major portion of the elementary supervisor's role is administrative. He is "in charge of" the total elementary program and in the administrative chart is directly under the district superintendent and is responsible to him.
2. There was consensus between superintendents and supervisors concerning the accuracy of perception of the elementary supervisory role by referent groups.

The Sandberg Study, 1963⁹

In a study of effective supervising techniques 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) what constituted efficient pupil control
 - d) the effective use of bulletin boards and other visual aids.

⁹Herbert Holmes Sandberg, "Beginning Teachers and Supervisors Appraisals of Selected Supervisory Techniques" (Unpublished Doctoral dissertation, The Pennsylvania State University, 1963).

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

The Gogan Study, 1964¹⁰

Following an investigation of supervisory services in secondary schools, Gogan reported the following:

1. Male and female teachers were in close agreement as to desirable supervisory activities.
2. Teachers place 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 programs were rated below average by both supervisors and teachers.

¹⁰W. 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, Teachers' College, 1964).

The Croft Study, 1965¹¹

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.
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 Ziolkowski Study, 1965¹²

Ziolkowski, in a study of supervisory practices, analyzed the responses of teachers in twenty-four schools which were perceived by administrators as superior in promoting teacher effectiveness and the

¹¹John C. Croft, "The Principal as Supervisor: Some Descriptive Findings and Important Questions," Journal of Educational Administration, VI, No. 2 (October, 1968), pp. 162-172.

¹²Erwin Harold Ziolkowski, "Practices in the Supervision of Instruction," The Canadian Administrator, V, No. 1 (October, 1967), pp. 5-8.

responses of teachers in twenty-four schools which were perceived by administrators as 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 over the preceding year, and
- (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 involved in supervision.
2. Two-thirds of the teachers in the sample reported having received no formal classroom visits from principals.
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 was perceived by teachers in inferior schools.
5. Approximately sixty per cent of teachers in superior schools compared to thirty per cent 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:

- (i) more industrious
- (ii) more keenly aware of what was going on
- (iii) more interested in teachers as individuals
- (iv) making a greater effort in planning the timetable to accommodate teachers' specialties
- (v) more supportive of teacher authority
- (vi) more supportive in providing teacher aids and materials
- (vii) more aggressive in regard to curriculum study and development
- (viii) more encouraging of innovations and new ideas

The Walden Study, 1967¹³

The basic problems of this study was to determine the perceptions of teachers and principals concerning supervision in large high schools in Colorado. The study sought answers to the following questions:

1. What is the purpose of supervision?
2. What supervisory techniques and practices are effective?

¹³Everett Lee Walden, "Perceptions of Teachers and Principals Concerning Supervision in Outstanding Large High Schools of Colorado," (Unpublished Doctoral dissertation, University of Colorado, 1967).

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 program for improving supervision may be initiated.
2. Principals should encourage cooperative planning and decision making to increase teacher acceptance of the supervisory program.
3. Principals should provide opportunities for their teachers to participate in curriculum studies as a means of promoting curriculum improvement and teacher growth.
4. Schools should seriously consider restructuring the supervisory programs to increase the effectiveness. The central office should place more emphasis on coordination, 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 program tend to have negative attitudes toward supervision.

The Marquit Study, 1968¹⁴

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, and tenure of the teacher and size of school.

Marquit found the following:

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,

¹⁴Lawrence J. Marquit, "Perceptions of the Supervisory Behaviour of Secondary School Principals." (A paper presented at the 1968 Annual Meeting of the American Educational Research Association, Chicago, Illinois, February 7-10, 1968).

while principals perceived themselves as "often" providing supervisory stimuli.

2. As their ages increased, teachers tended to score higher on their perception of the principals' supervisory stimuli.
3. As their experience increased, teachers tended to score higher on their perceptions of the principals' supervisory stimuli.
4. Teachers' perceptions of supervisory stimuli scores tended to 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, 1970¹⁵

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 responsibilities in general supervision that have been investigated and to consolidate the resultant findings.
2. To examine factors revealed in the studies, which are closely

¹⁵Beatrice Davis Carman, "Roles and Responsibilities in General Supervision of Instruction: A Synthesis of Research Findings," 1955-1969 (Unpublished Doctoral dissertation, The Florida State University, 1970).

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 and synthesis of all data led to the following findings:

1. The principal purpose of supervision is the coordination of effort to improve instruction. Major factors involved in this goal include the provisions of leadership, the creation of productive instructional environment, curriculum development, and inservice education.
2. The responsibilities most often reported for general supervisors are:
 - (a) coordinates inservice education and workshops
 - (b) fosters improvement in human relations
 - (c) provides 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 unobtrusive 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 program, but the actual range of expected activities is narrower than for general supervisors.

The McGowan Study, 1971¹⁶

In his study of perceptions of supervisory tasks and processes, Gerald R. McGowan listed the following findings:

1. Supervisors and teachers are not in agreement on how the tasks of supervision are now performed by supervisors, and

¹⁶Gerald R. McGowan, "A Study of Perceptions of Supervisory Tasks and Process," (Unpublished Doctoral dissertation, University of Wisconsin, 1971).

do not agree on how these tasks should be performed.

2. Supervisors are not meeting the expectations of teachers in performing the tasks of supervision.
3. Supervisors are content with the supervisory program they are giving their staffs.
4. Supervisors perceive themselves as having more autonomy in the performance of the tasks of supervision than they now have.
5. Teacher attitudes toward supervision bear no relationship to supervisor and teacher perceptions of the priorities of the tasks of supervision.
6. Teachers who experience three or more face-to-face supervisory contacts per year have significantly better attitudes toward supervision than teachers who experience two or less face-to-face supervisory contacts per year.

The findings of this study provide supervisors with information about teacher perceptions of the tasks and processes of supervision. The lack of congruence between supervisor and teacher implies that supervisors should adjust their supervisory techniques and behaviours to bring about congruence in teacher-supervisor perceptions.

The Parsons Study, 1971¹⁷

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

¹⁷Parsons, p. 229.

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.

Findings of the study:

1. The seven roles perceived to be most influential and effective were those of principal, program consultant, other teachers, 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 teachers selected persons occupying these seven roles as the most effective supervisors.
3. 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 not strongly related to the effectiveness of the principal.
4. Professional leadership and personal and institutional growth scales were the best measures of supervisory effectiveness and correlated very highly with the other scales.
5. Sex of teacher, type and size of school and teaching experience, while showing relatively low correlations with perceptions of effective supervisory styles and behaviour, were, nevertheless, significant and need to be considered in the supervisory process.

6. Of the most effective roles, the principal was rated highest on staff members involvement, growth processes, and support of teacher authority; the program 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 staff 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.¹⁸

The review of the literature in this chapter emphasizes the need for cooperation and understanding as a basis for a good supervisory program. The terms "human relations" and "creative and democratic supervision" are frequently mentioned as necessary processes for promoting better cooperation and understanding among the participants in the supervisory process. Although many argue the merits of these concepts of supervision most agree that they are not fully implemented in many supervisory programs.

Secondary education is moving toward more teacher participation. Teachers are questioning programs instituted directly from the administration

¹⁸Ibid., p. IV.

without consulting those responsible for the implementation of these programs. The implications seem clear--teachers will be increasing their demands for more participation in the areas of curriculum and supervision. Thus, research identifying how participants in the supervisory process feel about supervision, is a necessity if we are to seek out bases for better understanding and cooperation.

CHAPTER III

METHODOLOGY

Introduction

This study deals with Junior 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:

- (1) Vinland
- (2) Straits of Belle Isle
- (3) Deer Lake

- (4) Green Bay
- (5) Exploits Valley
- (6) Notre Dame
- (7) Terra Nova
- (8) Cape Freels
- (9) Bonavista-Trinity-Placentia
- (10) Avalon North
- (11) Avalon Consolidated
- (12) Burin Peninsula
- (13) Bay D'Espoir
- (14) Channel-Port aux Basques
- (15) Bay of Islands-St. George's
- (16) St. Barbe South
- (17) Labrador West
- (18) Ramea
- (19) Burgeo
- (20) Conception Bay South

Roman Catholic School Boards:

- (1) Bay St. George
- (2) Burin Peninsula
- (3) Conception Bay Centre
- (4) Conception Bay North
- (5) Exploits-White Bay
- (6) Ferryland
- (7) Gander-Bonavista

- (8) Humber-St. Barbe
- (9) Labrador
- (10) Placentia East-St. Mary's
- (11) Port au Port West
- (12) St. John's

The Pentecostal Assemblies School Board:

Seventh Day Adventist School Board:

Private Schools:

- (1) Labrador City Collegiate, Labrador City
- (2) Eric G. Lambert School, Churchill Falls

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, 1589 or approximately 23 per cent, were teaching at the Junior 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 Counselors) teaching at the Junior High School level in the Province of Newfoundland and Labrador. The size of the population was 1589 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 Junior 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	527	3617	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 Certificated 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 the number of teachers attached to the Pentecostal, Seventh Day Adventist and Private systems is quite small as compared with 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 were selected randomly from a list compiled from the Department of Education files. Of these 243 or 81 per cent of the teachers returned the questionnaire.

TABLE 2

TEACHERS IN THE SAMPLE BY TYPE OF BOARD

Type of Board	Teachers in the Sample		Teachers in the Population
	Number	Percent	Percent
Integrated	132	54.3	57.7
Roman Catholic	98	40.3	37.3
Pentecostal	11	5.4	5.0
Seventh Day Adventist	1		
Private	1		
TOTAL	243	100.0	100.0

The number of teachers by the size of the school is give in Table 3. Of the teachers in the sample 95.5 per cent work in schools of six or more teachers while 56.8 per cent are in schools of twelve or more teachers.

TABLE 3
TEACHERS BY SIZE OF SCHOOL

Number of teachers in the School	THE SAMPLE	
	Frequency	Per Cent
2 - 5	11	4.5
6 - 11	94	38.7
12 - 18	59	24.3
More than 18	79	32.5
TOTAL	243	100.0

From Table 4 it can be seen that approximately 36 per cent of the teachers in the sample had less than four years experience and approximately 24 per cent had over 10 years experience. The mean experience was 3.8 years. One out of every ten in the sample is a beginning teacher.

TABLE 4
TEACHERS BY YEARS OF EXPERIENCE

Years of Experience	THE SAMPLE	
	Frequency	Per Cent
Less than 1 year	27	11.1
1 - 3 years	59	24.3
4 - 10 years	99	40.7
11 - 20 years	35	14.4
More than 20 years	23	9.5
TOTAL	243	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 4.3 years.

Over 70 per cent of the teachers in the sample hold a degree or degree equivalent while 96 per cent have at least two years of professional and academic training beyond the secondary school level.

TABLE 5
TEACHERS BY YEARS OF PROFESSIONAL PREPARATION

Years of Professional Training	Frequency	Per Cent
None	2	0.8
Less than 1 year	1	0.4
1 year	7	2.9
2 years	32	13.2
3 years	30	12.3
4 years	52	21.4
5 years	61	25.1
6 years	33	13.6
More than 6 years	25	10.3
TOTAL	243	100.0

Table 6 gives the number and percentage of teachers in the sample by (a) the population of the town in which the school is located, (b) the total population of the area 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 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	20	8.2	Less than 500	4	1.6
500 - 999	48	19.8	500 - 999	24	9.9
1000 - 4,999	70	28.8	1000 - 4,999	83	34.2
5000 - 10,000	46	18.9	5000 - 10,000	78	32.1
More than 10,000	59	24.3	More than 10,000	54	22.2
TOTAL	243	100.0		243	100.0

Finally, 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 (50.2 per cent) than with Integrated (12.1 per cent) or Other Boards (30.7 per cent). Of the 171 holding degrees (or degree equivalents) 110 were males--this represents 67.8 per cent of all males in the sample. The number of females holding degrees was 61 which represented 75.3 per cent of all females in the sample.

TABLE 7
TEACHERS BY SEX

Sex	THE SAMPLE		POPULATION
	Frequency	Per Cent	Per Cent
Male	162	66.7	69.8
Female	81	33.3	30.2
TOTAL	243	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 devised by Dr. G. L. Parsons, Junior 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 analyze 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 Junior 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 18, 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 6, a follow-up letter was sent to all teachers who had not responded up to that date. Finally on March 20, 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 15 was set to give adequate time for key punching of the data. By that time 243 out of 300 questionnaires or 81 per cent of the total sample had been received.

The Nature of the Instruments

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 four point scale, ranging from 'very effective' to '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 analyzed 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 analyzed 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 ratings 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

The study was basically concerned with discovering the influential supervisory roles which teachers perceived as serving to improve their behaviour in the classroom. The first step, therefore, was to have teachers identify the roles which they felt were influential.

An influential role had been defined 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, town and area served, professional preparation, experience and sex of teachers to 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,
- (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 influences 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 of education 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 80 per cent, or 196 of the 243 teachers responding, perceived this role as affecting their teaching behaviour. The second most influential role was that of vice-principal, identified as influential by 57 per cent of the teachers responding. The other three roles identified as influential by at least 45 per cent of the teachers were those of other teachers, district superintendent and board supervisor. Three other roles identified as influential by more than 35 per cent of the teachers were those of coordinating principal, personnel associated with the Faculty of Education,

TABLE 8

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

Supervisory Role	Rank (N=243)	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	196	80.7	47	19.3	243
Vice-Principal	2	139	57.2	103	42.4	242
Other teachers	3	128	52.7	110	45.3	238
District Superintendent	4	120	49.4	121	49.8	241
Board Supervisor	5	114	46.9	126	51.9	240
Coordinating Principal	6	97	39.9	137	56.4	234
Personnel associated with the Faculty of Education, Memorial University	7	93	38.3	150	61.7	243
Personnel associated with local branch of Newfoundland Teachers' Association	8	89	36.6	154	63.4	243
Personnel associated with the central office of the New- foundland Teachers' Association	9	71	29.2	172	70.8	243

TABLE 8 (continued)

Supervisory Role	Rank (N=243)	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
Board Specialist	10	68	28.0	161	66.2	229
Personnel associated with Special Councils of the Newfoundland Teachers' Association	11	61	25.1	182	74.9	243
Chief Superintendent	12.5	58	23.9	184	75.7	242
Consultant	12.5	58	23.9	185	76.1	243
Guidance Counselor	14	49	20.2	153	63.0	202
Assistant District Superintendent	15	42	17.3	137	56.4	179
Subject Department Head	16	38	15.6	113	46.5	151
Regional Superintendent	17	29	11.9	209	86.0	238
Assistant Chief Superintendent	18	26	10.7	215	88.5	241
Other roles in the school	19	11	4.5	57	23.5	68
Other roles in the school system	20.5	5	2.1	49	20.2	54

TABLE 8 (continued)

Supervisory Role	Rank (N=243)	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 Organi- zation and University	20.5	5	2.1	45	18.5	50
Other roles in the Department of Education	20.2	0	00	60	24.7	60

Memorial University, and with the local branch of the Newfoundland Teachers' Association. 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.

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. Again, as when ranks were based on all teachers responding, the seven most influential roles were those of principal, vice-principal, other teachers, district superintendent, board supervisor, coordinating principal, and personnel associated with the Faculty of Education, Memorial University.

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	196	47	243	80.7
Vice-Principal	2	139	103	242	57.4
Other teachers	3	128	110	238	53.8
District Superin- tendent	4	120	121	241	49.8
Board Supervisor	5	114	126	240	47.5
Coordinating Principal	6	97	137	234	41.5

TABLE 9 (continued)

Role	Rank on relative influence	Influential		Total number of cases where role applies	Relative influence (per cent)
		Yes	No		
Personnel associated with the Faculty of Education, Memorial University	7	93	150	243	38.3
Personnel associated with the local branch of the Newfoundland Teachers' Association	8	89	154	243	36.6
Board Specialist	9	68	161	229	29.7
Personnel associated with the central office of the Newfoundland Teachers' Association	10	71	172	243	29.2
Department Head	11	38	113	151	25.2
Personnel associated with Special Councils of the Newfoundland Teachers' Association	12	61	182	243	25.1
Guidance Counselor	13	49	153	202	24.3
Chief Superintendent	14	58	184	242	24.0
Consultant	15	58	185	243	23.9
Assistant District Superintendent	16	42	137	179	23.5
Regional Superintendent	17	29	209	238	12.2
Assistant Chief Superintendent	18	26	215	241	10.8

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 38 per cent of all teachers responding and by the same per cent by all teachers for whom the role applied were further examined to ascertain which school and teacher variables were related to teachers' perceptions of the influence of each.

Hypothesis 1

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 order of supervisory roles in Table 8 and Table 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, professional organizations and University dominate the bottom half of the rank order tables. 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 indicates that the hypothesis generally proved to be true; however, for certain roles, there were some exceptions. The roles of subject department head and guidance counselor, while in close proximity to the teacher, were not perceived to be of much influence. On the other hand, the roles of personnel associated with the local branch of the Newfoundland Teachers' Association and 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 district superintendent to be more influential than had been hypothesized.

TABLE 10

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
Other Teachers	3	3
District Superintendent	4	4
Board Supervisor	5	5
Coordinating Principal	6	6
Faculty of Education (M.U.N.)	7	7
Local NTA	8	8
Central Office NTA	9	10
Board Specialist	10	9
Special Councils NTA	11	12
Chief Superintendent	12.5	14
Consultant	12.5	15
Guidance Counselor	14	13
Assistant District Superintendent	15	16
Subject Department Head	16	11
Regional Superintendent	17	17
Assistant Chief Superintendent	18	18

$$r_s = .96; p < .001$$

TABLE 11

A HYPOTHESIZED RANK ORDER OF ROLES AS CORRELATED
WITH ACTUAL RANK ORDER OF ROLES ON
RELATIVE INFLUENCE

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

$$r_s = .72; p < .001$$

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 analyzed 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 seven most influential roles are reported below.

TABLE 12

CHI-SQUARE (χ^2) COEFFICIENTS 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	1.190	12.211 ^b	12.178 ^b	7.259 ^a	1.976	4.896	12.157
Vice-Principal	.962	6.151	5.069	4.111	3.300	4.756	5.909
Subject Department Head	.001	5.676	7.758	1.437	16.902 ^c	.774	4.416
Other Teachers	.282	2.323	3.175	.687	1.047	5.762	8.759
Guidance Counselor	.921	3.645	2.433	7.571 ^a	5.505	4.676	9.643
District Superintendent	3.822	4.439	5.624	1.356	3.158	3.784	9.700
Assistant District Superintendent	.000	5.897	3.151	.782	1.924	2.245	1.781
Board Supervisor	2.713	7.957	7.328	2.395	2.069	9.332 ^a	8.152
Coordinating Principal	.009	13.728	5.803	1.764	5.744	10.771 ^b	7.188

TABLE 12 (continued)

Supervisory Role	Sex	Size of Town	Population of Area	Type of School Board	Size of School	Teaching Experience	Professional Preparation
Board Specialist	.651	14.287 ^c	1.128	1.316	.797	6.560	7.724
Chief Superintendent	.970	1.966	6.759	.961	.333	5.332	5.519
Assistant Chief Superintendent	.003	2.816	2.995	.162	2.076	7.035	2.647
Consultant	.478	2.566	2.234	2.856	2.748	4.981	1.986
Regional Superintendent	.011	7.987	9.211	.825	.469	7.263	5.435
Local Branch (NTA)	2.715	5.310	2.692	5.364	2.632	5.998	9.623
Special Councils (NTA)	.331	5.582	2.086	2.837	7.005	4.604	14.852
Central Office (NTA)	.301	3.347	1.915	3.943	4.426	9.078 ^a	8.725
Faculty of Education (MUN)	.960	2.484	5.136	3.418	3.816	1.752	2.280
Degrees of Freedom	1	4	4	2	3	4	8

a Level of Significance < .05

b Level of Significance < .02

c Level of Significance < .01

(1) Principal

The principal was identified as influential by 196 of the 243 teachers reporting. The factors found to be significantly related

to the teachers' perceptions of the influence of the principal were the population of the town in which the school was located, the population of the area served by the school, and the type of board under which the school operated (Tables 13, 14, 15). Teachers in schools located in towns with a population of more than 500 perceived the principal to be more influential than did teachers in schools located in smaller towns ($p < .02$).

TABLE 13
RELATIVE INFLUENCE OF PRINCIPAL BY
POPULATION OF TOWN

Influential	Less than 500	500-999	1000-4999	5000-10,000	More than 10,000
YES	11 55.0%	42 87.5%	61 87.1%	36 78.3%	46 78.0%
NO	9 45.0%	6 12.5%	9 12.9%	10 21.7%	13 22.0%
TOTAL	20 8.2%	48 19.8%	70 28.8%	46 18.9%	59 24.3%

$$\chi^2 = 12.2 \text{ (4 d.f.)}; p < .02$$

TABLE 14
RELATIVE INFLUENCE OF PRINCIPAL BY POPULATION
OF AREA SERVED BY THE SCHOOL

Influential	Less than 500	500-999	1000-4999	5000-10,000	More than 10,000
YES	1 25.0%	20 83.3%	73 88.0%	59 75.6%	43 79.6%
NO	3 75.0%	4 16.7%	10 12.0%	19 24.4%	11 20.4%
TOTAL	4 1.6%	24 9.9%	83 34.2%	78 32.1%	54 22.2%

$$\chi^2 = 12.2 \text{ (4 d.f.)}; p < .02$$

From Table 14 it can be seen that teachers in areas with a population of from 1000 to 4999 perceived the principal to be more influential than did teachers in any other areas.

TABLE 15
RELATIVE INFLUENCE OF PRINCIPAL
BY TYPE OF BOARD

Influential	Integrated	R.C.	Others
YES	100 75.8%	87 88.8%	9 69.2%
NO	32 24.2%	11 11.2%	4 30.8%
TOTAL	132 54.3%	98 40.3%	13 5.3%

$$\chi^2 = 7.3 \text{ (2 d.f.)}; p < .05$$

From Table 15 it can be seen that teachers employed by Roman Catholic Boards perceived the principal to be more influential than did teachers employed by Integrated and Other Boards.

(2) Vice-Principal

The second most influential role was that of vice-principal. This role was identified as influential by 139 of the 242 teachers replying. There was no significant differences in ratings of this role by different groups of teachers.

(3) Other Teachers

Almost fifty-four per cent or 128 of the total number of teachers in the sample identified 'other teachers' as influencing them in their behaviour as a teacher. There were, however, no significant differences in ratings of this role.

(4) District Superintendent

The number of teachers identifying the district superintendent as influential was 120, which was approximately 50 per cent of the 241 cases where the role applied. No factors were significantly related to teachers' perceptions of the influence of this role.

(5) Board Supervisor

One hundred fourteen teachers in the sample or forty-eight per cent of teachers for whom the role applied (240) identified the board supervisor as influential. The only factor found to be significantly related to teachers' perceptions of the influence of this role was that of length of teaching experience. Whilst board supervisors were perceived to be least influential by teachers with less than one year's experience, teachers with between eleven and twenty years experience perceived this role to be more influential than did any other group ($p < .05$).

TABLE 16

RELATIVE INFLUENCE OF BOARD SUPERVISOR BY TEACHING
EXPERIENCE OF THOSE PERCEIVING

Influential	Years of Experience				
	Less than 1 year	1-3 years	4-10 years	11-20 years	Over 20 years
YES	7	27	48	22	10
	25.9%	46.6%	49.0%	64.7%	43.5%
NO	20	31	50	12	13
	74.1%	53.4%	51.0%	35.3%	56.5%
TOTAL	27	58	98	34	23
	11.3%	24.2%	40.8%	14.2%	9.6%

(6) Coordinating Principal

The coordinating principal was identified as influential by 97 of the 234 teachers for whom the role applied. The only factor found to be significantly related to the teachers' perceptions of the influence of this role was that of years of teaching experience (Table 17). Teachers with eleven or more years' experience perceived this role to be most influential.

TABLE 17

RELATIVE INFLUENCE OF THE COORDINATING PRINCIPAL BY
TEACHING EXPERIENCE OF THOSE PERCEIVING

Influential	Years of Experience				
	Less than 1 year	1-3 years	4-10 years	11-20 years	Over 20 years
YES	12	26	28	18	13
	44.4%	46.4%	29.5%	54.5%	56.5%
NO	15	30	67	15	10
	55.6%	53.6%	70.5%	45.5%	43.55
TOTAL	27	56	95	33	23
	11.5%	23.9%	40.6%	14.1%	9.8%

$$\chi^2 - 10.8 \text{ (4 d.f.)}; p < .02$$

(7) Faculty of Education, Memorial University

Of the 243 teachers in the sample, 93 or 38.3% rated this role as influential. No factors were significantly related to teachers' perceptions of the influence of this role.

Hypotheses Related to Teachers' Perceptions of
Supervisory Influence

A further analysis of the relationship between the school and teacher variables and teachers' perceptions of the influence of each role was done using seven non-directional hypotheses as follows:

Hypothesis 2

For each supervisory role, it was hypothesized that sex and teachers' perceived influence were significantly related. An analysis of the data revealed that perceptions of the influence of the roles were not significantly related to the sex of the teachers.

Hypothesis 3

For each supervisory role it was 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 roles significantly related to the size of the town were principal and board specialist. Of the 243 teachers completing the questionnaire, 196 or 80.7 per cent perceived the role of principal to be influential. Teachers in schools located in towns with a population of more than 500 perceived the principal to be more influential than did teachers in smaller towns (see Table 13). Of the 229 teachers who found the role of board specialist applicable, 68 or 29.7 per cent perceived it to be influential. As the population of the town in which the school was located increased, the perceived influence of the role of board specialist decreased.

Hypothesis 4

For each supervisory role it was hypothesized that the population of the area served by the school and teachers' perceived influence were significantly related. As was the case in Hypothesis 3, the data indicated that the role of principal was significantly related to this

variable. One hundred ninety-six teachers or 80.7 per cent of those responding perceived the principal as being influential. Once again in areas with a population of over 500, the influence of the principal was perceived to be greater than in smaller areas.

Hypothesis 5

It was hypothesized that for each supervisory role the type of board and teachers' perceived influence were significantly related. The data revealed this to be true of two roles--principal and guidance counselor. The role of principal was rated as influential by 196 teachers or 80.7 per cent of those completing the questionnaire. Table 15 indicates that teachers employed by Roman Catholic Boards perceived the principal to be more influential than did those teaching with the Integrated or Other Boards. Of the 202 teachers who found the role of guidance counselor applicable, 49 or 24.3 per cent perceived it to be influential. Teachers employed with Roman Catholic School Boards perceived the guidance counselor to be less influential than did other teachers.

Hypothesis 6

For each supervisory role, it was hypothesized that the size of the school and teachers' perceived influence were significantly related. The data showed that the only role significantly related to this variable was subject department head. Of the 151 teachers who found this role applicable, 38 or 25.2 per cent perceived it to be influential. In schools of more than eighteen teachers, the role of subject department head was perceived to be most influential.

Hypothesis 7

For each supervisory role it was hypothesized that teaching experience and teachers' perceived influence were significantly related. The data showed that this variable was related to three roles--board supervisor, coordinating principal, and the Central Office of the Newfoundland Teachers' Association. Of the 240 teachers who found the role of board supervisor applicable, 114 perceived it to be influential. Teachers with from eleven to twenty years experience perceived this role to be most influential whilst teachers with less than one year's experience perceived the board supervisor to be least influential (Table 16). Of the 234 teachers who found the role of coordinating principal applicable, 97 or 41.5 per cent perceived it to be influential. Teachers with from four to ten years experience perceived this role to be much less influential than did teachers either above or below this category (Table 17). The third role significantly related to teaching experience--personnel associated with the Central Office of the Newfoundland Teachers' Association--was perceived as influential by 71 or 29.2 per cent of the teachers. Teachers with less than one year's experience as well as those with 4-10 years experience perceived much less influence from personnel associated with the Central Office of the Newfoundland Teachers' Association than did teachers with all other lengths of experience.

Hypothesis 8

It was hypothesized that for each supervisory role the length of professional and academic training and teachers' perceived influence

were significantly related. However an analysis of the data revealed that teachers' perceptions of the influence of the roles were not significantly related to the length of professional and academic 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, 'other teachers', district superintendent, board supervisor, coordinating principal, and personnel associated with the Faculty of Education, Memorial University. Of these, the most influential role was the principal. Teachers employed by Roman Catholic School Boards, those teaching in towns with a population of over five hundred, as well as those teaching in schools serving an area whose population is greater than five hundred, perceived the principal to be most influential. Board supervisors were perceived to be most influential by teachers having from eleven to twenty years experience. Teachers with more than ten years experience rated the coordinating principal highest on influence. No factors were significantly related to the roles of vice-principal, 'other teachers', district superintendent, 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 size of town were principal and board specialist. Only one role--that of principal--was significantly related to the variable, population of area served by the school. The variable, type of board, was found to be significantly related to the roles of principal and guidance counselor. Subject department head was the only role significantly related to the variable, size of school. The variable, length of teaching experience, was significantly related to three roles--board supervisor, coordinating principal and personnel associated with the Central Office of the Newfoundland Teachers' Association. Finally, no significant relationship was found between sex of teacher and length of professional preparation and any of the supervisory roles.

It was also hypothesized that the perceived influence of the supervisory role 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 perceived to be of little influence. However, personnel associated with the Faculty of Education, Memorial University--a role far removed from the teacher in physical distance--was perceived to be more influential than several other roles closer in 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 the 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 (243).

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 only for 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 and of area served, sex, professional preparation and experience of the teachers.
- (3) Analyzing teachers' selections of the teachers 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 the roles.

Role Effectiveness

The effectiveness of each role by all teachers responding

Table 18, which shows the mean effectiveness score for each role, was computed by dividing the total effectiveness score for each role by the number of teachers responding (243). This table presents a picture of the effectiveness of supervisory roles throughout the province when all junior high school teachers in the sample were considered. From the analysis of teachers' ratings of the influence of supervisory roles, seven roles had been identified as influential by at least thirty-eight per cent of the teachers (Table 8). These roles and the percentage of teachers

TABLE 18

TOTAL AND MEAN EFFECTIVENESS SCORES FOR EACH SUPERVISORY ROLE
BY ALL TEACHERS IN THE SAMPLE (N = 243)

Supervisory Role	Rank	Total Effectiveness Score	Mean Effectiveness Score
Principal	1	541	2.22
Vice-Principal	2	354	1.45
Other Teachers	3	332	1.36
District Superintendent	4	304	1.25
Board Supervisor	5	280	1.15
Coordinating Principal	6	249	1.02
Faculty of Education, Memorial University	7	226	0.93
Local, NTA	8	190	0.78
Board Specialist	9	169	0.69
Central Office, NTA	10	163	0.67
Chief Superintendent	11.5	129	0.53
Consultant	11.5	129	0.53
Guidance Counselor	13	111	0.45
Assistant District Superintendent	14	93	0.38
Subject Department Head	15	90	0.37
Special Councils, NTA	16	75	0.30

TABLE 18 (continued)

Supervisory Role	Rank	Total Effectiveness Score	Mean Effectiveness Score
Regional Superintendent	17	63	0.25
Assistant Chief Superintendent	18	55	0.22
Other (School)	19	26	0.10
Other (University, NTA)	20	18	0.07
Other (School System)	21	14	0.05
Other (Department of Education)	22	0	0

identifying them as influential were: principal (80%), vice-principal (57%), other teacher (53%), district superintendent (49%), board supervisor (47%), coordinating principal (39%), personnel associated with Faculty of Education, Memorial University (38%). Each of the remaining 15 roles were identified as influential by less than 62 per cent of the teachers.

From Table 19 it may be seen that the seven roles identified as influential by at least 38% of the teachers were also rated as the seven most effective of the twenty-two roles considered. The rank orders of these seven roles on teachers' perceptions of influence and effectiveness are exactly the same as Table 19 shows. As was the case with teachers'

TABLE 19

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	196	1	541	1
Vice-Principal	139	2	354	2
Other Teachers	128	3	332	3
District Superintendent	120	4	304	4
Board Supervisor	114	5	280	5
Coordinating Principal	97	6	249	6
Faculty of Education, MUN	93	7	226	7

ratings of the role on influence, the principal's mean effectiveness score was significantly higher than that of the other role ($p < .05$) while the mean effectiveness scores for the other six most influential roles ranged from 1.45 for vice-principal to 0.93 for the Faculty of Education.

The effectiveness of each role by teachers who found the role applicable to their school or system

Table 20 shows the mean effectiveness scores for each role calculated by dividing the total effectiveness score by the number of teachers who

TABLE 20

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 for whom the role applies	Mean Effectiveness Score
Principal	1	541	243	2.22
Vice-Principal	2	354	242	1.45
Other Teachers	3	332	238	1.39
District Superintendent	4	304	241	1.26
Board Supervisor	5	280	240	1.16
Coordinating Principal	6	249	234	1.06
Faculty of Education, Memorial University	7	226	243	0.93
Local NTA	8	190	243	0.78
Central Office, NTA	9	163	243	0.76
Board Specialist	10	169	229	0.73
Subject Department Head	11	90	151	0.59
Guidance Counselor	12	111	202	0.54
Chief Super- intendent	13.5	129	242	0.53
Consultant	13.5	129	243	0.53
Assistant District Superintendent	15	93	179	0.51

TABLE 20 (continued)

Supervisory Role	Rank on Mean Score	Total Effectiveness Score	Number of teachers for whom the role applies	Mean Effectiveness Score
Other (School)	16	26	68	0.38
Other (University and NTA)	17	18	50	0.36
Special Councils, NTA	18	75	243	0.30
Regional Superintendent	19	63	238	0.26
Other (School System)	20	14	54	0.25
Assistant Chief Superintendent	21	55	241	0.22
Other (Department of Education)	22	0	60	0

found the role applicable to their school or system. The rank order of roles based on this effectiveness mean was basically the same as the rank order of roles based on the mean for all teachers responding. The roles of principal, vice-principal, 'other teachers', district superintendent, board supervisor, coordinating principal, and personnel associated with the Faculty of Education at Memorial University were again identified as the most effective roles. The mean effectiveness score for the principal,

the vice-principal and personnel associated with Memorial University remained the same, but the mean scores for the other four roles increased. Table 21 shows that when the seven most influential roles were compared on relative influence (percentage of teachers rating the role as influential where the role applied) and relative effectiveness (effectiveness scores by teachers where the role applied) the correlation was + 1.0.

TABLE 21

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

Supervisory Role	Relative Influence (Per cent)	Rank on Relative Influence	Mean Effectiveness Scores where the role applies	Rank on relative effectiveness
Principal	80.7	1	2.22	1
Vice-Principal	57.4	2	1.45	2
Other Teachers	53.8	3	1.39	3
District Superintendent	49.8	4	1.26	4
Board Supervisor	47.5	5	1.16	5
Coordinating Principal	41.5	6	1.06	6
Faculty of Education, Memorial University	38.3	7	0.93	7

The Effectiveness of each role by the number of teachers who identified the role as influential

Another way used to compare the effectiveness of supervisory roles was to divide the total effectiveness scores 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 22), it was found that the ranks of the seven most influential roles were substantially different from ranks based on the means of all the teachers responding. Only the roles of principal and personnel associated with the Faculty of Education, Memorial University remained in first and seventh positions, respectively. The mean effectiveness scores based on the smaller number of teachers ranged from 2.43 for the Faculty of Education, Memorial University to 2.76 for the principal. The principal's mean effectiveness score was significantly higher than that of 'other teacher' ($p < .05$) and all other roles.

Summary of mean effectiveness scores

The seven roles which had been identified as influential by at least thirty-eight per cent of the teachers responding were also rated as the seven most effective roles whether the mean effectiveness scores were based on the total number of teachers responding, the number of teachers for whom the role applied, or only those teachers who found the role influential. The seven most effective roles were principal, 'other teachers', coordinating principal, vice-principal, district superintendent, board supervisor and the Faculty of Education, Memorial University.

TABLE 22

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

Supervisory Role	Rank on mean of effective- ness where role is rated as influential	Total Effectiveness Score	Number of teachers rating as influential	Mean Effectiveness score where the role is influential
Principal	1	541	196	2.76
Other Teachers	2	332	128	2.59
Coordinating Principal	3	249	97	2.57
Vice-Principal	4	354	139	2.55
District Superintendent	5	304	120	2.53
Board Supervisor	6	280	114	2.46
Faculty of Education, Memorial University	7	226	93	2.43

Hypothesis 9

It was hypothesized that the perceived effectiveness of the supervisory role would decrease as the physical distance between the supervisor and the teacher increased. The rank order of supervisory roles in Tables 18 and 20 supports this hypothesis. The roles in the school and school system dominate the top half of the tables, while roles at the

Department of Education, professional organizations and University dominate the bottom half of the rank order tables. For further analysis, a hypothesized rank order of roles has been correlated with the actual rank order of roles on relative effectiveness (Table 23).

TABLE 23

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

Supervisory Role	Hypothesized Rank	Actual Rank on Relative Effectiveness
Principal	1	1
Vice-Principal	2	2
Subject Department Head	3	11
Other Teachers	4	3
Guidance Counselor	5	12
Coordinating Principal	6	6
Board Supervisor	7	5
Board Specialist	8	10
District Superintendent	9	4
Assistant District Superintendent	10	15
Local Branch, NTA	11	8
Special Councils, NTA	12	18
Faculty of Education, MUN	13	7

TABLE 23 (continued)

Supervisory Role	Hypothesized Rank	Actual Rank on Relative Effectiveness
Central Office, NTA	14	9
Regional Superintendent	15	19
Consultant	16	13.5
Chief Superintendent	17	13.5
Assistant Chief Superintendent	18	21
Others (School)	19	16
Others (School System)	20	20
Others (Department of Education)	21	22
Others (University and NTA)	22	17

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

Table 23 indicates that the hypothesis was generally accepted; however, for certain roles, such was not the case. The roles of subject department head and guidance counselor, while in close proximity to the teacher were not perceived to be very effective. On the other hand, the roles of personnel associated with the Local Branch of the Newfoundland Teachers' Association and with the Faculty of Education, Memorial University, which are far removed from the teacher in physical distance were perceived

to be more effective than several other roles closer in physical proximity. As was the case in rating influence, teachers perceived the roles of district superintendent and chief superintendent to be 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 rank order of influential and effective supervisory roles was .98 with a probability of less than .001 (Table 24). Similarly, when only cases where the role applied were considered, the correlation was .94 with a probability of less than .001 (Table 25). Therefore, this hypothesis was accepted.

TABLE 24

CORRELATION OF THE RANK ORDER OF INFLUENTIAL AND EFFECTIVE
SUPERVISORY ROLES WHEN ALL TEACHERS IN THE
SAMPLE WERE CONSIDERED

Supervisory Role	Relative Influence (Per Cent)	Rank on Influence	Total Effectiveness Score	Rank on Effectiveness
Principal	80.7	1	541	1
Vice-Principal	57.2	2	354	2
Other Teachers	52.7	3	332	3
District Superintendent	49.4	4	304	4

TABLE 24 (continued)

Supervisory Role	Relative Influence (Per Cent)	Rank on Influence	Total Effectiveness Score	Rank on Effectiveness
Board Supervisor	46.9	5	280	5
Coordinating Principal	39.9	6	249	6
Faculty of Education, MUN	38.3	7	226	7
Local Branch, NTA	36.6	8	190	8
Board Specialist	28.0	10	169	9
Central Office, NTA	29.2	9	163	10
Chief Superintendent	23.9	12.5	129	11.5
Consultant	23.9	12.5	129	11.5
Guidance Counselor	20.2	14	111	13
Assistant District Superintendent	17.3	15	93	14
Subject Department Head	15.6	16	90	15
Special Councils, NTA	25.1	11	75	16
Regional Superintendent	11.9	17	63	17
Assistant Chief Superintendent	10.7	18	55	18
Other (School)	4.5	19	26	19
Other (University and NTA)	2.1	20.5	18	20
Other (School System)	2.1	20.5	14	21
Other (Department of Education)	2.1	22	0	22

TABLE 25
CORRELATION OF THE RANK ORDER OF INFLUENTIAL AND EFFECTIVE
SUPERVISORY ROLES FOR ALL CASES WHERE THE
ROLE IS APPLICABLE

Supervisory Role	Relative Influence (Per Cent)	Rank on Influence	Mean Effectiveness Score	Rank on Effectiveness
Principal	80.7	1	2.22	1
Vice-Principal	57.4	2	1.45	2
Other Teacher	53.8	3	1.39	3
District Superintendent	49.8	4	1.26	4
Board Supervisor	47.5	5	1.16	5
Coordinating Principal	41.5	6	1.06	6
Faculty of Education, MUN	38.3	7	0.93	7
Local Branch, NTA	36.6	8	0.78	8
Central Office, NTA	29.2	10	0.76	9
Board Specialist	29.7	9	0.73	10
Subject Department Head	25.2	11	0.59	11
Guidance Counselor	24.3	13	0.54	12
Chief Superintendent	24.0	14	0.53	13.5
Consultant	23.9	15	0.53	13.5
Assistant District Superintendent	23.5	16	0.51	15
Other (School)	16.2	17	0.38	16
Other (University & NTA)	10.0	20	0.36	17
Special Councils, NTA	25.1	12	0.30	18
Regional Superintendent	12.2	18	0.26	19
Other (School System)	9.3	21	0.25	20
Assistant Chief Superintendent	10.8	19	0.22	21
Other (Department of Education)	0.0	22	0.00	22

Analysis of Mean Effectiveness Scores of Teachers for Each of
the Most Influential 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 teacher 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 effectiveness scores were tested for significance by means of analysis of variance. Table 26 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 seven most effective roles are reported below.

1. Sex of the teacher

The mean effectiveness score for each of the seven most influential roles by sex of teachers is given in Table 27. Female teachers perceived principal, district superintendent, and board supervisor to be more effective than did male teachers. The probability of the difference between the mean occurring by chance was less than .002 for the principal, less than .03 for the district superintendent, and less than .04 for the board supervisor. There were no significant differences at the .05 level between the means of male and female teachers for the roles of vice-principal, 'other teachers', coordinating principal and personnel associated with the Faculty

TABLE 26

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	10.16 ^c	2.76 ^b	1.47	7.63 ^b	1.44	2.09	0.99
Vice-Principal	0.88	1.55	0.47	3.19 ^a	0.72	1.17	1.13
Subject Department Head	0.03	1.59	2.53 ^a	0.56	6.67 ^c	0.35	0.30
Other Teachers	0.63	0.69	2.12	0.14	0.26	1.67	1.13
Guidance Counselor	0.67	0.83	0.86	5.70 ^c	2.14	0.94	2.62 ^c
District Superintendent	5.41 ^b	1.96	1.18	0.67	1.26	1.88	2.15 ^a
Assistant District Superintendent	0.01	2.21	0.95	0.68	0.68	0.97	0.40
Board Supervisor	4.74 ^a	2.15	2.01	0.62	1.68	2.33	2.00 ^a
Coordinating Principal	1.13	3.47 ^c	1.09	0.23	1.67	3.19 ^b	0.70
Board Specialist	1.34	3.31	0.32	0.43	0.68	2.64	0.90
Chief Superintendent	2.85	0.68	1.50	0.49	0.14	1.84	0.94

TABLE 26 (continued)

Supervisory Role	Sex	Size of Town	Population of Area	Type of School Board	Size of School	Teaching Experience	Professional Preparation
Assistant Chief Superintendent	0.19	0.52	0.59	0.12	0.60	1.95	0.57
Consultant	0.28	0.48	0.56	2.48	0.77	0.38	0.45
Regional Superintendent	0.10	1.39	2.88 ^b	0.34	0.28	2.11	0.92
Local Branch, NTA	1.36	0.70	0.45	1.88	1.23	1.43	2.03 ^a
Special Councils, NTA	0.91	1.23	0.47	2.92 ^a	2.21	1.77	2.16
Central Office, NTA	0.04	0.48	0.18	1.44	0.74	2.45 ^a	1.28
Faculty of Education, MUN	0.42	1.37	1.18	3.02	2.30	0.41	1.57
Degrees of Freedom	1	4	4	2	3	4	8

a Level of significance <.05

b Level of significance <.03

c Level of significance <.01

of Education, Memorial University. However, men and women teachers differed in their ratings of specific roles.

TABLE 27

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

Supervisory Role	Mean		F-Ratio	P
	Male	Female		
Principal	2.03	2.60	10.16	< .002
Vice-Principal	1.41	1.59	0.88	N.S.
Other Teachers	1.44	1.29	0.63	N.S.
Board Supervisor	1.03	1.43	4.74	< .04
Coordinating Principal	0.99	1.20	1.13	N.S.
Faculty of Education, M.U.N.	2.39	2.52	0.42	N.S.
District Superintendent	1.11	1.56	5.41	< .03

$$\alpha = .05$$

2. Population of Town

Table 28 gives the mean effectiveness scores of teachers who found the role applicable for each of the seven most influential roles by 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 the principal and

TABLE 28

MEAN EFFECTIVENESS SCORES OF TEACHERS WHO FOUND THE ROLE
APPLICABLE FOR EACH OF THE SEVEN MOST INFLUENTIAL
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	1.60	2.63	2.36	2.02	2.10	2.76	<.03
Vice-Principal	.85	1.57	1.69	1.39	1.39	1.55	N.S.
Other Teachers	1.05	1.22	1.43	1.57	1.47	0.69	N.S.
Board Supervisor	1.25	1.46	1.26	1.22	0.75	2.15	N.S.
Coordinating Principal	0.89	1.58	1.11	1.59	0.58	3.47	<.01
Faculty of Education, M.U.N.	2.88	2.41	2.54	2.14	2.45	1.37	N.S.
District Superintendent	1.42	1.65	1.34	0.96	1.03	1.96	N.S.

$$\alpha = .05$$

the coordinating principal. Teachers in towns with a population of from 500-999 rated the principal highest on effectiveness ($p < .03$), while teachers located in towns of less than 500 perceived them to be least effective. Table 29 indicates that teachers in towns with a population of from 500-999 rated the principal significantly higher on effectiveness than did teachers in towns of population less than 500. In the case of the coordinating principal, the mean effectiveness scores of teachers in towns with a population of 500-999

and those in towns of 5000-10,000 were practically identical. A Scheffe Multiple Comparison of Means test showed that teachers in towns with a population of 500-999 perceived the coordinating principal to be significantly more effective than did teachers in towns with a population >10,000 (Table 30). There were no significant differences at the .05 level of teachers' perceived effectiveness of the roles of vice-principal, other teachers, district superintendent, board supervisor, and the Faculty of Education, Memorial University.

TABLE 29

PROBABILITY MATRIX FOR SCHEFFE MULTIPLE COMPARISON OF MEANS
TEST FOR POPULATION OF TOWN IN WHICH THE SCHOOL IS
LOCATED FOR THE ROLE OF PRINCIPAL

Size of Town	<500	500-999	1000-4999	5000-10,000	>10,000
<500	1.00	0.08*	0.29	0.84	0.71
500-999		1.00	0.88	0.31	0.39
1000-4999			1.00	0.78	0.88
5000-10,000				1.00	0.99
>10,000					1.00

$$\alpha = .10$$

TABLE 30

PROBABILITY MATRIX FOR SCHEFFE MULTIPLE COMPARISON OF MEANS
TEST FOR POPULATION OF TOWN IN WHICH THE SCHOOL IS
LOCATED AND FOR THE ROLE OF
COORDINATING PRINCIPAL

Size of Town	<500	500-999	1000-4999	5000-10,000	>10,000
<500	1.00	0.53	0.98	0.97	0.95
500-999		1.00	0.54	0.73	0.01*
1000-4999			1.00	0.99	0.32
5000-10,000				1.00	0.36
>10,000					1.00

$$\alpha = .10$$

3. Population of Area

The population of the area served by the school was not significantly related to teachers' perceptions of the effectiveness of any of the seven most influential roles (Table 31). None of the F-ratios of the differences of the means showed a significant value.

TABLE 31

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

Supervisory Roles	Population of Area Served by the School					F-Ratio	P
	500	500-999	1000-4999	5000-10,000	10,000		
Principal	1.00	2.42	2.39	2.09	2.17	1.47	N.S.
Vice-Principal	1.00	1.57	1.59	1.33	1.46	0.47	N.S.
Other Teachers	1.25	1.05	1.15	1.73	1.42	2.12	N.S.
Board Supervisor	1.50	1.42	1.23	1.31	0.72	2.01	N.S.
Coordinating Principal	0.67	1.09	1.13	1.22	0.73	1.09	N.S.
Faculty of Education, M.U.N.	3.33	2.50	2.50	2.34	2.28	1.18	N.S.
District Superintendent	1.00	1.79	1.30	1.19	1.08	1.18	N.S.

$$\alpha = .05$$

4. Type of Board

When the mean effectiveness scores were analyzed for differences in each role by the type of board, two of the F-ratios were significant at .05 level (Table 32). While teachers employed by Roman Catholic school boards perceived the principal to be more effective than did other teachers, ($p < .001$) the role of vice-principal was rated highest by teachers employed by boards other than Roman Catholic or Integrated ($p < .05$).

TABLE 32

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

Supervisory Role	Type of School Board			F-Ratio	P
	Integrated	R.C.	Others		
Principal	2.01	2.60	1.54	7.63	<.001
Vice-Principal	1.60	1.21	2.00	3.19	<.05
Other Teachers	1.41	1.34	1.54	0.14	N.S.
Board Supervisor	1.08	1.28	1.25	0.62	N.S.
Coordinating Principal	1.06	1.04	1.33	0.23	N.S.
Faculty of Education, M.U.N.	2.62	2.19	2.50	3.02	N.S.
District Superintendent	1.19	1.38	1.00	0.67	N.S.

$$\alpha = .05$$

However, when these scores were analyzed by the Scheffé Multiple Comparison of Means, the differences among teachers with Integrated, Roman Catholic and Other Boards were not significant for the role of vice-principal.

TABLE 33

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

Type of Board	Integrated	Roman Catholic	Other
Integrated	1.00	0.01*	0.47
Roman Catholic		1.00	0.02*
Other			1.00

$$\alpha = .10$$

TABLE 34

PROBABILITY MATRIX FOR SCHEFFE MULTIPLE COMPARISON OF MEANS
TEST FOR TYPE OF BOARD AND FOR THE
ROLE OF VICE-PRINCIPAL

Type of Board	Integrated	Roman Catholic	Other
Integrated	1.00	0.11	0.62
Roman Catholic		1.00	0.16
Other			1.00

$$\alpha = .10$$

5. Size of School

As with the population of the area served by the school, the size of the school was not significantly related to teachers' perceptions of the effectiveness of any of the seven most influential roles (Table 35). Once again, the F-ratios showed no significant values.

TABLE 35

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

Supervisory Role	Number of Teachers in the School				F-Ratio	P
	2-5	6-11	12-18	>18		
Principal	2.36	2.11	2.53	2.11	1.44	N.S.
Vice-Principal	3.83	1.91	1.97	1.87	0.72	N.S.
Other Teachers	1.40	1.48	1.39	1.29	0.26	N.S.
Board Supervisor	1.55	1.29	1.25	0.90	1.68	N.S.
Coordinating Principal	1.38	1.23	1.14	0.77	1.68	N.S.
Faculty of Education, M.U.N.	3.14	2.47	2.40	2.25	2.30	N.S.
District Superintendent	1.90	1.27	1.36	1.09	1.26	N.S.

$$\alpha = .05$$

6. Teaching Experience

Teaching experience was found to be significantly related only to teachers' perceptions of the effectiveness of the coordinating principal ($p < .02$). Teachers with more than twenty years experience perceived this role to be more effective than did any other group of teachers (Table 36). The coordinating principal was perceived least effective by teachers with from four to ten years experience.

TABLE 36

MEAN EFFECTIVENESS SCORES OF TEACHERS WHO FOUND THE ROLE
APPLICABLE FOR EACH OF THE SEVEN MOST INFLUENTIAL
ROLES BY TEACHING EXPERIENCE

Supervisory Role	Years of Teaching Experience					F-Ratio	P
	<1 year	1-3	4-10	11-20	>20		
Principal	1.96	2.46	1.99	2.49	2.52	2.09	N.S.
Vice-Principal	1.70	1.24	1.39	1.65	1.83	1.17	N.S.
Other Teachers	1.22	1.74	1.39	1.03	1.17	1.67	N.S.
Board Supervisor	0.63	1.19	1.12	1.68	1.17	2.33	N.S.
Coordinating Principal	0.96	1.29	0.72	1.45	1.52	3.19	<.02
Faculty of Education, M.U.N.	2.12	2.50	2.49	2.31	2.44	0.41	N.S.
District Superintendent	1.11	1.25	1.06	1.60	1.78	1.88	N.S.

$$\alpha = .05$$

However, the Scheffe Multiple Comparison of Means test (Table 37) showed that no significant differences existed in teachers' perceptions of the effectiveness of this role.

TABLE 37

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

Length of Teaching Experience	<1 year	1-3	4-10	11-20	>20
<1 year	1.00	0.91	0.95	0.76	0.73
1-3		1.00	0.20	0.99	0.98
4-10			1.00	0.14	0.18
11-20				1.00	0.99
>20					1.00

$$\alpha = .10$$

7. Professional and Academic Training

When the mean effectiveness scores were analyzed for differences in each role by the length of professional and academic training two of the F-ratios were significant at the .05 level (Table 38). These were the roles of district superintendent ($p < .04$) and board supervisor ($p < .05$). Teachers with no professional training perceived both roles to be more effective than did any other group of teachers. However, because of the small number of teachers in this category, the probability matrix for the Scheffe multiple comparison of means showed that none of the categories indicating the length of professional training was significant at the .10 level (Tables 39 and 40).

TABLE 38

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

Supervisory Role	Years of Professional Training									F-Ratio	P
	None	<1	1	2	3	4	5	6	>6		
Principal	4.00	2.00	2.14	2.50	2.33	2.34	2.03	1.97	2.16	0.99	N.S.
Vice-Principal	4.00	2.00	1.29	1.55	1.63	1.46	1.29	1.30	1.64	1.13	N.S.
Other Teachers	3.00	0.00	1.00	1.00	1.40	1.66	1.41	1.45	1.17	1.13	N.S.
Board Supervisor	4.00	0.00	1.17	1.56	1.20	1.18	0.92	1.27	0.88	2.00	<.05
Coordinating Principal	0.00	0.00	1.71	1.19	1.07	1.22	0.90	1.13	0.76	0.70	N.S.
Faculty of Education, M.U.N.	0.00	3.00	2.67	2.72	2.73	2.42	2.23	2.73	1.91	1.57	N.S.
District Superintendent	4.00	0.00	1.14	1.59	1.28	0.85	1.42	1.39	1.00	2.15	<.04

$\alpha = .05$

TABLE 39

PROBABILITY MATRIX FOR SCHEFFE MULTIPLE COMPARISON OF MEANS
TEST FOR LENGTH OF PROFESSIONAL TRAINING AND FOR THE
ROLE OF BOARD SUPERVISOR

Length of Professional Training	None	<1	1	2	3	4	5	6	>6
None	1.00	0.65	0.57	0.62	0.42	0.38	0.25	0.45	0.26
<1		1.00	0.99	0.99	0.99	0.99	0.99	0.99	0.99
1			1.00	0.99	1.00	1.00	1.00	1.00	1.00
2				1.00	0.99	0.99	0.77	0.99	0.88
3					1.00	1.00	0.99	1.00	0.99
4						1.00	0.99	1.00	0.99
5							1.00	0.99	1.00
6								1.00	0.99
>6									1.00

$$\alpha = .10$$

TABLE 40

PROBABILITY MATRIX FOR SCHEFFE MULTIPLE COMPARISON OF MEANS
TEST FOR LENGTH OF PROFESSIONAL TRAINING AND FOR THE
ROLE OF DISTRICT SUPERINTENDENT

Length of Professional and Academic Training	None	<1	1	2	3	4	5	6	>6
None	1.00	0.69	0.58	0.68	0.51	0.27	0.56	0.57	0.37
<1		1.00	0.99	0.99	0.99	1.00	0.99	0.99	0.99
1			1.00	0.99	1.00	1.00	1.00	1.00	1.00
2				1.00	0.99	0.67	1.00	1.00	0.99
3					1.00	0.99	1.00	1.00	0.99
4						1.00	0.78	0.92	1.00
5							1.00	1.00	0.99
6								1.00	0.99
>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 relationships between the school and teacher variables and teachers' perceptions of the effectiveness of each role was carried out by using the seven non-directional hypotheses related to supervisory effectiveness (Hypotheses 11 - 18). These hypotheses

concerning teachers' perceived effectiveness of supervisory roles could not be proven or disproven in their entirety. This is so because none of 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 three roles--principal, district superintendent, and board supervisor. In each case, female teachers perceived the roles to be significantly more effective than did male teachers (Table 27).

Hypothesis 12

The size of 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--principal and coordinating principal. Teachers in towns of from 500-999 perceived the role of principal to be most effective ($p < .03$), while those in towns of less than 500 rated the principal lowest on effectiveness (Table 28). The coordinating principal was rated highest by teachers in towns of 500-999 and by those in towns of 5000-10,000 ($p < .01$) and lowest by teachers in towns of greater than 10,000 (Table 28).

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 two roles--subject department head ($p < .05$) and regional superintendent were significantly related to this variable. In rating the subject department head, teachers in areas greater than 10,000 perceived much higher effectiveness than did those in any other category. Regional superintendents were rated highest on effectiveness by teachers in areas from 500-999 and in areas from 5000-10,000 ($p < .03$).

Hypothesis 14

It was hypothesized that for every supervisory role type of board and teachers' perceptions of effectiveness were significantly related. Four roles were found to be significantly related to this variable--principal, vice-principal, guidance counselor and personnel associated with Special Councils of the Newfoundland Teachers' Association. While teachers employed by Roman Catholic School Boards perceived the principal to be significantly more effective than did other teachers ($p < .05$), the vice-principal was rated highest by teachers employed by boards other than Roman Catholic or Integrated (Table 32). Teachers employed by Integrated School Boards perceived the roles of Guidance Counselor ($p < .10$) and personnel associated with Special Councils of the Newfoundland Teachers' Association ($p < .05$) to be more effective than did teachers employed by Roman Catholic or Other Boards.

Hypothesis 15

For each supervisory role, it was hypothesized that the size of the school and teachers' perceived effectiveness were significantly related. One role, that of subject department head, was found to be significantly related to this variable. In schools having from twelve to eighteen teachers, this role was rated most effective ($p < .01$).

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 two roles-- coordinating principal ($p < .03$) and personnel associated with the Central Office of the Newfoundland Teachers' Association ($p < .05$)-- were significantly related to this variable. The coordinating principal was rated highest by teachers having more than twenty years experience, and lowest by teachers having from four to ten years experience. In the case of personnel associated with the Central Office of the Newfoundland Teachers' Association, teachers with more than twenty years experience again rated the role highest on effectiveness, while those with less than one year's experience perceived this role to be least effective.

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

guidance counselor, district superintendent, board supervisor, and personnel associated with the Local Branch of the Newfoundland Teachers' Association were significantly related to this variable. Teachers with two years professional preparation perceived the roles of district superintendent ($p < .04$) and board supervisor ($p < .05$) to be most effective (Table 38). The role of guidance counselor ($p < .01$) was rated highest by teachers with six years professional training, while teachers with one year's training perceived personnel associated with the Local Branch of the Newfoundland Teachers' Association to be most effective. Those with more than six years training rated this role least effective.

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 each of the 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 score 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 were principal, district superintendent and board supervisor. Two roles--principal and coordinating principal--were found to be significantly related to the size of town. The variable, population of area served, was found to be significantly related to two roles--subject department head and regional superintendent. The type of

school board was significantly related to the roles of principal, vice-principal, guidance counselor and personnel associated with Special Councils of the Newfoundland Teachers' Association. One role, that of subject department head, was found to be significantly related to size of school. Two roles, coordinating principal and personnel associated with the Central Office of the Newfoundland Teachers' Association were found to be significantly related to length of teaching experience. The seventh variable, professional and academic training, was found to be significantly related to the roles of guidance counselor, district superintendent, board supervisor, and personnel associated with the Local Branch of the Newfoundland Teachers' Association.

Teachers' Selections of the Most Effective and the Least Effective Supervisory 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 the most effective and (2) the role which he/she perceived to be the 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 occupying the roles. Out of 243 returns, 228 teachers identified a most effective role while 181 identified a least effective role. Summaries of teachers' selections are given in Tables 41 and 42. Table 41 shows that the seven roles which teachers rated highest on influence (see Tables 8 and 9) and highest on effectiveness (see Tables 18 and 20) were again selected by teachers as the most effective roles with the exception of

coordinating principal and personnel associated with the Faculty of Education, Memorial University, both of which moved from sixth and seventh positions to ninth positions.

Teachers were very clear about their choice of the most effective roles. Ninety per cent or 218 of the total teachers responding selected the roles of principal, board supervisor, district superintendent, vice-principal, other teachers, board specialist, consultant, subject department head, guidance counselor, coordinating principal and personnel associated with the Faculty of Education, Memorial University as the most effective roles. Of the eleven remaining roles, six were identified as being the most effective by the other ten teachers responding while five were identified by none of the teachers as being the most effective.

Table 43 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. Two hundred teachers, which was 82.3 per cent of all respondents and 89.1 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. Twenty-four or 9.9 per cent of all respondents and 10.7 per cent of those completing Form C felt that the person in the role contributed 'to a lesser extent' or 'to no extent' to their evaluation of its effectiveness. Fifteen teachers did not identify a most effective role and/or indicate the extent to which the person in the role contributed to their evaluation of its effectiveness.

TABLE 41

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 identi- fying 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	116	47.7
2	Board Supervisor	18	7.4
2	District Superintendent	18	7.4
4	Vice-Principal	17	7.0
5	Other Teachers	16	6.6
6	Board Specialist	6	2.5
6	Consultant	6	2.5
6	Subject Department Head	6	2.5
9	Guidance Counselor	5	2.1
9	Coordinating Principal	5	2.1
9	Faculty of Education, MUN	5	2.1
12	Assistant District Superintendent	3	1.2
13.5	Other roles in pro- fessional organizations and University	2	0.8
15	Other roles in the School	1	0.4

TABLE 41 (continued)

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
15	Personnel associated with the Local Branch of the Newfoundland Teachers' Association	1	0.4
15	Personnel associated with the Central Office of the Newfoundland Teachers' Association	1	0.4
	Teachers who did not identify a role as most effective	15	
	Total number of Teachers	243	100.0

TABLE 42

TEACHERS' SELECTIONS OF THE LEAST EFFECTIVE ROLES BY NUMBER
AND PER CENT OF TEACHERS IDENTIFYING EACH ROLE
AS LEAST EFFECTIVE

Rank of each role by the number of teachers identi- fying 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	District Superintendent	27	11.1
2.5	Principal	23	9.5
2.5	Board Supervisor	23	9.5
4	Vice-Principal	21	8.6
5	Chief Superintendent	11	4.5
6	Guidance Counselor	10	4.1
6	Coordinating Principal	10	4.1
6	Board Specialist	10	4.1
6	Local Branch, NTA	10	4.1
10	Other Teachers	9	3.7
11	Consultant	5	2.1
12.5	Subject Department Head	4	1.6
12.5	Assistant District Superintendent	4	1.6
14	Faculty of Education, MUN	4	1.6
15	Regional Superintendent	3	1.2

TABLE 42 (continued)

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
16	Other roles in the school	2	0.8
16	Special Councils, NTA	2	0.8
16	Other roles in professional organizations and University	2	0.8
19	Central Office, NTA	1	0.4
	Teachers who did not identify a role as least effective	62	
	Total Number of Teachers	243	100.0

Table 42 which summarizes teachers' selections of the least effective roles, shows that in contrast to the selection of the most effective roles, teachers varied more widely in their choices. Nine of the roles rated as most effective were also identified as being among the eleven least effective roles. The eleven roles identified as most effective by ninety per cent of all teachers (Table 41) accounted for 146 or 60 per cent) of teachers' choices of the least effective role. The eleven roles most often identified as least effective were

district superintendent, principal, board supervisor, vice-principal, chief superintendent, guidance counselor, coordinating principal, board specialist, personnel associated with the Local Branch of the Newfoundland Teachers' Association, other teachers and consultant. These roles accounted for sixty-five per cent or 159 of all teachers responding. Of the eleven remaining roles 8 were identified as least effective by the other 22 teachers responding, while three were identified by none of the teachers as being least effective. Sixty-two teachers or 27.2 per cent of all those responding did not identify a least effective role.

Table 44 shows the extent to which the person occupying the role of least effective supervisor contributed to the teachers' evaluation of that role. Ninety teachers which was 37.1 per cent of all respondents and 50.9 per cent of all those completing Form C of the Questionnaire, indicated that the person occupying the least effective role contributed 'to a great extent' or 'to some extent' to their evaluation of its effectiveness. Eighty-seven teachers or 35.8 per cent of all respondents and 49.1 per cent of those completing Form C felt that the person in the role contributed, 'to a lesser extent' or 'to no extent' to their evaluation of its effectiveness.

Table 45 compares the number of teachers who selected the eleven roles most often identified as the most effective with the number of teachers selecting the same role as the least effective. Nine of the eleven roles which were selected by a number of teachers as the most effective were also selected by other teachers as the least effective.

TABLE 43

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 total number of respondents indicating this extent of contribution (N = 243)	Per Cent of teachers completing Form C of the Questionnaire indicating this extent of contribution (N = 224)
To a great extent	106	43.6	47.3
To some extent	94	38.7	42.0
To a lesser extent	16	6.6	7.1
To no extent	8	3.3	3.6
TOTAL	224	92.2	100.0

TABLE 44

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 total number of respondents indicating this extent of contribution	Per Cent of teachers completing Form C of the Questionnaire indicating this extent of contribution
To a great extent	40	16.5	22.6
To some extent	50	20.6	28.3
To a lesser extent	31	12.8	17.5
To no extent	56	23.0	31.6
TOTAL	177	72.9	100.0

TABLE 45

COMPARISON OF NUMBER OF TEACHERS SELECTING THE ELEVEN 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	116	47.7	23	9.5	139
2 Board Supervisor	18	7.4	23	9.5	41
2 District Superintendent	18	7.4	27	11.1	45
4 Vice-Principal	17	7.0	21	8.6	38
5 Other Teachers	16	6.6	9	3.7	25
6 Board Specialist	6	2.5	10	4.1	16
6 Consultant	6	2.5	5	2.1	11
6 Subject Department Head	6	2.5	4	1.6	10
9 Guidance Counselor	5	2.1	10	4.1	15
9 Coordinating Principal	5	2.1	10	4.1	15
9 Personnel associated with the Faculty of Education, MUN	5	2.1	4	1.6	9
TOTALS	218	89.9	146	60.0	364

For example, it should be noted that whereas 116 teachers or 47.7 per cent of all those responding selected the role of principal as the most effective, 23 other teachers or 9.5 per cent selected this role as the least effective. As Table 45 shows, the number of teachers who selected the principal, other teachers, consultant, subject department head and personnel associated with the Faculty of Education of Memorial University as the most effective role was greater than the number of teachers who selected these roles as the least effective. In the case of the board supervisor, district superintendent, vice-principal, board specialist, guidance counselor and coordinating principal, the opposite was true.

Summary

Ninety per cent of the teachers confined their choices of the most effective supervisors to eleven roles--principal, board supervisor, district superintendent, vice-principal, other teachers, board specialist, consultant, subject department head, guidance counselor, coordinating principal, and personnel associated with the Faculty of Education of Memorial University. Teachers showed a wider range in selecting the least effective roles with choices spread over nineteen roles. The role of principal--ranking highest in teachers' perceptions of the most effective supervisor (Table 41) stands 40 per cent higher than the next most effective role (board supervisor). The range for most effective supervisor was from 47.7 per cent to 0.4 per cent. However, for least effective supervisor, the difference between the highest (district superintendent) and the

next highest (principal) was only 1.6 per cent. The range for least effective supervisor was from 11.1 per cent to 0.4 per cent (see Table 42). Teachers tended to rate the person occupying a role rather than the role itself. This was particularly the case with the identification of the most effective role--eighty-nine 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, fifty-one 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 behavior with respect to the content, processes or outcomes of their teaching;
- (II) to what extent were the various influential roles perceived as effective in improving the teachers' behavior 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 of 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.

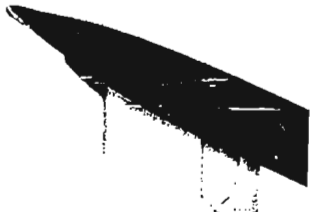
Procedure

By means of random sampling from lists provided by the Department of Education, 300 teachers were selected from a population of 1589 Junior

High School teachers in the province of Newfoundland and Labrador. An eight-page questionnaire dealing with the influence and effectiveness of supervisors within school systems was sent to each teacher in the sample. The 243 teachers who returned the questionnaire closely resembled the population on the variables type of board, size of school, population of town and of area served, sex, professional preparation and teaching experience.

On the questionnaire, teachers were asked to identify from a list of 22 possible supervisory roles those which influenced or affected their behaviour as a teacher with respect to the content, processes and 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 a teacher. 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, teachers were asked to indicate the extent to which their ratings of most effective and least effective supervisors were influenced by the person 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 per cent 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 effectiveness 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 persons in the role was analysed and tabulated.

Major Findings

The influence of supervisory roles. Of the twenty-two supervisory roles considered, the principal was rated the most influential 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 thirty-eight per cent of all the teachers responding and by the same per cent of those teachers for whom the roles applied were: vice-principal, other teachers, district superintendent, board supervisor, coordinating principal and personnel associated with the Faculty of Education, Memorial University. Each of the other roles was rated as non-influential by more than 62% of teachers responding.

Certain school and teacher factors were related to the teachers' perceptions of three of the seven most influential roles. The teacher most likely to rate the principal high on influence was one who taught in a school operated by a R. C. school board, located in a town with a population of more than 500 and serving an area with a population of from 1,000 to 4,999.

Board supervisors were perceived to be most influential by

teachers having between eleven and twenty years experience while coordinating principals were rated highest by teachers having eleven or more years experience. No group of teachers rated vice-principals, district superintendents, 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 seven supervisory roles which had been identified as influential by at least thirty-eight per cent of the teachers responding were also rated as the seven 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 whether the mean effectiveness scores were based on the total number of teachers responding, the number of teachers for whom the role applied or only those teachers who found the role influential. The principal was rated significantly higher on effectiveness than any other role.

Certain school and teacher variables were significantly related to teachers' perceptions of the effectiveness of five of the seven most influential roles.

- (I) Female teachers perceived principals, district superintendents, and board supervisors to be more effective than did male teachers.
- (II) Teachers in towns with a population of 500-999 rated the principal highest on effectiveness, while the coordinating

principal was found to be most effective by teachers in towns of 5,000-10,000, though the rating given by teachers in towns of 500-999 was practically the same.

(III) Principals were perceived to be most effective by teachers employed by Roman Catholic School Boards while teachers employed by boards other than Roman Catholic or Integrated perceived the vice-principal to be most effective.

(IV) Board Supervisors and District Superintendents received their highest effectiveness ratings from teachers with no professional training. (However, as was stated in Chapter V, the number of teachers in this category was so small as to make this observation insignificant).

(V) Teachers with more than twenty years' experience rated the coordinating principals higher on effectiveness than did those in any other category.

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

1. From the list of 22 supervisory roles, 84 per cent or 203 teachers selected the roles of principal, board supervisor, district superintendent, vice-principal, other teachers, board specialist, consultant and subject department head as the most effective. Almost 48 per cent or 116 of the 243 teachers responding selected the principal as the most effective role.

2. Two hundred teachers, which was 82 per cent of all respondents and 89 per cent of those completing Form G of the questionnaire indicated that the person occupying the most effective role contributed 'to a great extent' to their evaluation of its effectiveness. Twenty-four or practically 10 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 showed wider choices than for most effective roles. Fifty-nine per cent or 145 teachers selected the roles of district superintendent, principal, board supervisor, vice-principal, chief superintendent, guidance counsellor, coordinating principal, board specialist and personnel associated with the local branch of the Newfoundland Teachers' Association as the least effective. Twenty-three teachers or practically ten per cent of those responding selected the principal as the least effective role.

4. Ninety teachers, or 37 per cent of all respondents and 51 per cent of those completing Form G of the questionnaire, indicated that the person occupying the least effective role contributed 'to a great extent' or 'to some extent' in their evaluation of its effectiveness. Eighty-seven teachers or 36 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, consultant, subject department head and personnel associated with the Faculty of Education, Memorial University were selected more frequently as the most effective

roles, whereas the roles of board supervisor, district superintendent, vice-principal, board specialist and guidance counsellor were more frequently rated as least effective.

Conclusions

Influential and effective roles

1. The supervisory roles perceived by teachers as the most influential were those of principal, vice-principal, other teachers, district superintendent, board supervisor, coordinating principal 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, other teachers, board supervisor, coordinating principal, personnel associated with the Faculty of Education, Memorial University and district superintendent.
3. When teachers were asked to select the most effective role from all supervisory roles, forty eight per cent selected the principal while thirty-six per cent selected board supervisor, district superintendent, vice-principal, other teachers, board specialist, consultant and subject department head 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 recommended 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. Because 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, it is recommended that (a) principals be released from routine administrative tasks so as to provide the help and leadership needed and (b) 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. 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 opportunities 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 teacher-learning situation the factor of closeness to the teacher be considered.

5. Teachers perceive personnel at the school and school-district level to be influential and effective in helping improve the teachers' work in the school or classroom. In view of the fact that often these roles are too few in number and their incumbents overburdened with administrative and clerical tasks, while at the Department of Education level there exists many well-paid positions perceived by teachers to be of little influence, it is recommended that efforts be made to reorganize supervisory roles so that greater utilization be made of personnel at both levels. It is further recommended that the Department of Education give consideration to allocating supplementary monies to the various School Boards for the purpose of acquiring additional supervisory personnel.
6. In view of the influence and effectiveness of personnel associated with the Faculty of Education, Memorial University,

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 which the Faculty of Education can provide and (b) closer liason be established between the University's Faculty of Education and the school boards, teachers' associations and Department of Education, so that schools and teachers can make optimum use of the resources and resource personnel which the institution has to offer.

7. That further research be conducted throughout the Province to determine which supervisory styles and behaviours teachers perceive to be most effective in meeting their professional needs and expectations.

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APPENDIX A
RESEARCH INSTRUMENT

TEACHER IDENTIFICATION OF INFLUENTIAL AND EFFECTIVE
SUPERVISORY ROLES



Memorial University of Newfoundland
Department of Educational Administration

LETTER OF INTRODUCTION

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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 teachers' 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,

Sister Teresa Doyle

TEACHER INFORMATION

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(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 4999
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 4999
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) _____ Pentecostal
4) _____ Seven Day Adventist 5) _____ Others

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/or Latin
4) _____ social studies 5) _____ language arts and literature
6) _____ science 7) _____ music 8) _____ religion
9) _____ physical education 10) _____ art 11) _____ home economics
12) _____ other

How many full time teachers are in your school?

- 1) _____ 2 to 5 teachers 2) _____ 6 to 11 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 6 years

INFLUENTIAL AND EFFECTIVE SUPERVISORY ROLES

Below are definitions of influential, non-influential, and effective supervisors. Please read these definitions carefully. Note that the influential supervisor influences your teaching behavior in some manner; the non-influential supervisor does not influence your teaching behavior; the effective supervisor improves 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 improve 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, influences 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 little or no influence 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 improve 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 influential or non-influential by circling either YES (influential) or NO (non-influential).

Next, use the following scale to circle the numeral which best describes the effectiveness of each supervisor you have identified as influential: 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			
	YES	NO	very effective 4	effective 3	fairly effective 2	ineffective 1
1. Principal	YES <input checked="" type="radio"/>	NO <input type="radio"/>	4	3	2	1
2. Vice-Principal	YES <input type="radio"/>	NO <input type="radio"/>	4	3	2	1
3. Subject Department Head	YES <input type="radio"/>	NO <input type="radio"/>	4	3	2	1
4. Other teacher	YES <input type="radio"/>	NO <input type="radio"/>	4	3	2	1
5. Guidance Counsellor	YES <input type="radio"/>	NO <input type="radio"/>	4	3	2	1
6. Other: please identify if any	YES <input type="radio"/>	NO <input type="radio"/>	4	3	2	1

B. SUPERVISORY ROLES IN THE SCHOOL SYSTEM

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

C. SUPERVISORY ROLES IN THE DEPARTMENT OF EDUCATION

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

D. SUPERVISORY ROLES IN PROFESSIONAL ORGANIZATION AND UNIVERSITY

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

FORM - CIDENTIFICATION OF YOUR MOST EFFECTIVE AND LEAST EFFECTIVESUPERVISORY ROLE

Identify the role that your MOST EFFECTIVE SUPERVISOR occupies.

Next, identify the role that your LEAST EFFECTIVE SUPERVISOR occupies.

You are reminded that in selecting these roles you are to consider only the supervisory roles which you have identified as INFLUENTIAL 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 NO) are not to be considered in this selection.

1. (a) The supervisory role I identify as the MOST EFFECTIVE 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 LEAST EFFECTIVE 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)

APPENDIX B
CORRESPONDENCE WITH TEACHERS

DAI Note

Appendex B Pages are not shown because of persons signatures on each page.

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