FUNCTIONS AND STYLES OF SUPERVISION AS PERCEIVED BY NEWFOUNDLAND AND LABRADOR SCHOOL BOARD SUPERVISORS

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FUNCTIONS AND STYLES OF SUPERVISION AS PERCEIVED BY NEWFOUNDLAND AND LABRADOR SCHOOL BOARD SUPERVISORS

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ABSTRACT

This study was undertaken in response to the need for a general theory of supervision which is applicable to the educational system in Newfoundland and Labrador. It investigated the perceptions of the major functions and styles of supervision held by generalist supervisors in this province. Data collected from these respondents served to answer five major questions: (1) What are the perceptions of the major functions of supervision held by Newfoundland and Labrador generalist supervisors? (2) What are the perceptions of the major functions of supervision when such perceptions are assessed according to six independent variables: district size, total years of professional experience, the predominance of experience according to length of service at the elementary or high school levels of organization, predominance of experience according to length of service in teaching or school administration, the level of professional preparation, and the denomination of the school district? (3) What are the perceptions of the styles of supervision held by Newfoundland and Labrador generalist supervisors? (4) What are the perceptions of the styles of supervision when such perceptions are assessed according to the same six variables listed in question two? (5) What is the relationship between expressed perceptions, styles and functions?

The perceptions of these two dimensions of supervision were obtained from a two-dimensional instrument administered to all board supervisors in the province of Newfoundland and Labrador. Responses were subjected to analysis of variance and Newman-Keuls procedures to determine the general pattern of perceptions relative to functions and styles. Product moment correlations were used to determine the relationships between perceptions of functions and styles and the selected independent variables. Multiple regression analyses were applied to determine the best predictors of the dependent variables.

The findings revealed that generalist supervisors are strongly committed to the democratic philosophy of supervision. It was also revealed that supervisors perceive their role to be the provision of leadership and consultation in curriculum development. When the independent variables were considered, the following findings were revealed: (1) supervisors in large school districts expressed less commitment to authoritarian supervision and were less inclined to agree with the teacher evaluation function than were supervisors in small districts; (2) supervisors with predominant teaching experience expressed greater agreement with the leadership function than did supervisors with predominant administrative experience; (3) supervisors possessing the master's degree expressed stronger agreement with program evaluation and less

commitment to authoritarian supervision than did supervisors who lacked the master's degree; and (4) supervisors in Roman Catholic districts were more in agreement with teacher evaluation than were supervisors in integrated districts. Supervisors in the integrated school districts showed stronger commitment to laissez-faire supervision than did supervisors in Roman Catholic districts.

It was concluded that a supervisory program in this province should be based on democratic principles and thus the position of the supervisor should be a staff assignment providing leadership and consultation in curriculum development.

TABLE OF CONTENTS

CHAPTER PAGE

CHAPTER PAGE

LIST OF TABLES

CHAPTER I

THE PROBLEM AND ITS FRAME OF REFERENCE

Instructional supervision, or the continuous improvement of instruction, is one of the most urgent responsibilities of public school administrators and supervisors. The concern for the improvement of instruction has increased recently due to the rapid growth of knowledge, the increasing complexity of a highly technological society, and an increased awareness among the general public and its resultant phenomenon--accountability. The urgency of this concern, with particular reference to educational supervision, has been augmented in Newfoundland and Labrador by the recent reorganization of education in this province and its concomitant increase in the number of supervisory roles.

I. HISTORICAL BACKGROUND TO THE PROBLEM

There has been a strong similarity in the evolution of supervision between Newfoundland and Labrador and elsewhere in North America. According to Wiles:

> The number and kind of personnel involved in supervision in the United States have changed. From laymen inspectors of the early eighteenth century there has been a steady expansion to include members of the state departments of education, superintendents, directors,

> supervisors, special supervisors, department heads, and resource or helping teachers.[1]

The first Education Act granting state aid to education in Newfoundland and Labrador was passed in 1836. This money was distributed to the various Societies that operated the schools. These Societies had implemented a practice of having some person, usually a clergyman, visit the schools and report to headquarters. They were to give opinions on the quality of work and offer suggestions and recommendations. According to Rowe this service was not systematic, and the persons doing the inspection were not, as a rule, professional educators.[2]

Government inspection was introduced in Newfoundland and Labrador in 1843. At that time the country was divided into districts and one inspector was appointed to serve all schools. The 1843 Act provided for the appointment of:

> ... from time to time, a fit and proper person to be an inspector of schools established or supported by this Act; and it shall be the duty of such Inspectors personally, once at least in each year, and oftener if practicable to visit every school established or supported under the provisions of this Act, and make an Annual Report to the government upon the state of such schools, the character and description of the master or

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[1] Kimball Wiles, "Supervision," Encyclopedia of Educational Research (third edition; New York: The MacMillan Co., 1960), p. 1442.

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

> mistress thereof, the proficiency which the Scholars in such Schools make, and upon any other points to which his attention may be called.[3]

The idea of a common inspector for all denominations was not acceptable and in 1858 the number of inspectors was increased to two, one Roman Catholic and one Protestant. This Act further defined and refined the duties of the school inspectors. They were to:

> ... procure an annual or half yearly report on the conditions of such schools, the number of scholars in attendance, the branches of education they are taught, their proficiency, the qualifications of the teachers, the state of the school houses, the amount of Government allowance and tuition fees received by each teacher and a return from each school board of the amount of education funds received and expended by such board, with such other information as may be useful in relation to such boards.[4]

Although there is little evidence that there was any actual change in practice toward the modern concept of enlightened supervision, there was nevertheless a shift of attitude away from the idea that inspection was a question of policing the schools. There was a move toward the concept of improving instruction. This was reflected in an editorial in The Newfoundlander in 1858. The writer stated:

> Inspectors should sift thoroughly the condition of their respective schools--examine into the course and mode of instruction, the attendance of scholars,

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[3]The Newfoundland Education Act, 1843, cited by F.W. Rowe, The Development of Education in Newfoundland (Toronto: The Ryerson Press, 1964), p. 138.

[4]The Newfoundland Education Act, 1858, cited by F.W. Rowe, The Development of Education in Newfoundland (Toronto: The Ryerson Press, 1964), p. 139.

> capacities of the masters; search out and expose the causes of backwardness where it may appear, and apply themselves to the consideration of what may seem the most effective cures for irregularity and apathy.[5]

Severe criticism continued to be expressed of this system of inspection. This opposition arose mainly from sectarian differences; consequently, in 1874 the government attempted to remedy the situation by providing two protestant inspectors, one to be Church of England and one to be Wesleyan.

Inspection underwent further changes in 1876 when the government made provision for the appointment of three superintendents who were to replace the three inspectors. These superintendents continued to carry out the work of inspecting schools until 1916. At that time assistant superintendents were appointed and provision was made for special inspectors.

One of the most significant stages in the evolution of supervision came in 1920. The 1920 Act created the Department of Education and called for the appointment of eleven supervising-inspectors; three Roman Catholic, three Church of England, three Methodist, one Salvation Army, and one to represent the Presbyterian and Congregational elements in the population. Rowe claimed that the 1920 Act was the first legislation to approach inspection in a professional way. It made provision to separate administration from

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[5]The Newfoundlander, May, 1858, cited by F.W. Rowe, The Development of Education in Newfoundland (Toronto: The Ryerson Press, 1964), p. 140.

supervision; it showed an appreciation of the growing trend away from inspection and towards supervision; and it recognized the need for professional personnel in the area of supervision.[6]

Because of unfortunate economic conditions at that time, the appointments had to be postponed until 1935. Until that time the old pattern of inspection was continued by the superintendents, their assistants, and the special inspectors. In 1935 each of the twelve supervisors was responsible for a given geographic area in which the majority of schools belonged to the denomination with which he was affiliated. A general impression of the styles and activities of supervision at that time can be gained from reference in the Newfoundland Department of Education Annual Report for 1942 to "improvement of instruction and the means of instruction" and "the usual method of supervision is observation, consultation, and demonstration."

In 1955 several important changes were made in the supervisory program in Newfoundland and Labrador. Supervisors were now obligated to reside in their districts. The emergence of regional and central high schools led to the appointment of supervising principals who were responsible for the supervision in the feeder schools in their system.

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[6]Rowe, op. cit. p. 144.

[7]Newfoundland Department of Education Annual Report, 1942, cited by F.W. Rowe, The Development of Education in Newfoundland (Toronto: The Ryerson Press, 1964), p. 146

Furthermore, 1962 witnessed the appointment of supervisors with the title and salary status of vice-principals whose entire function was to supervise the elementary schools in the system. Further supervisory roles were added when large regional high school systems were allowed local supervisors who were delegated certain supervisory functions. This board supervisor worked under the authority of the supervising principal who was ultimately responsible for general administration and supervision in his schools.

The most recent and maybe the most significant change in the history of supervision in Newfoundland and Labrador was effected by legislation passed in 1968-69 (further amended in 1970-71). This legislation established thirty-five educational districts. This reorganization was on a functional basis and was organized both across and within denominational lines. In each district, the Lieutenant-Governor in Council appointed a school board consisting of not less than seven members of the same religious denomination or denominations as those for which the district was established.

Within this organization framework, the Act called for the appointment of district superintendents and assistant superintendents who were to be the chief executive officers of the board. Provision was also made for the appointment of board supervisors who would be responsible for the instructional supervision within the school district.

Duties of the superintendent are articulated in the Schools Act, Section 19, paragraphs "a" to "q". Within this section there are two duties of particular importance to this study. They are:

> (g) to develop and implement a program of supervision and inservice training;
>
> (j) to provide leadership in evaluating and improving the education program in the district.

The important factor to be noted here is that not only has a new role been added, but that this role has very explicit supervisory functions.

The role of the supervisor, however, is not defined except insofar as:

> ... The appropriate superintendent shall prescribe for and assign to...board supervisors and other personnel appointed under Section 20 the duties thereof.[8]

The Education (Teachers' Salaries) (Amendment) Regulation, 1971, made provision for further supervisory personnel. According to Regulation 12A:

> ... A school board whose total enrolment of pupils is within the numerical limits prescribed in paragraph (2), may be provided with additional salary units for the employment of specialists, not being specialist teachers within the meaning of these regulations, to perform the duties prescribed in this regulation...Specialists employed by school boards under this regulation in districts having the number of pupils required by section (5) of the Act or such lesser number as the Minister may from time to time require may, in lieu of

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[8]The Newfoundland and Labrador Schools Act. Section 21.

> being employed on the function or any of the education fields referred to in paragraph (3), be employed as supervisors and the provisions of paragraph (2) of Regulation 12 shall apply.

This Regulation, in respect to role definition, states that:

> ... prior to the appointment of the specialist the board makes a report to the department showing the teacher programme, the librarian duties or the supervising duties to be performed by the specialist, as the case may be, and receiving the approval of the department to such programme or duties.

This is the present stage of the evolution of supervision in Newfoundland and Labrador. The purpose of tracing this development has been (1) to provide some insight into the number and kind of supervisory roles in the education system; (2) to develop an awareness of the change in the concept of supervision over the past 150 years; and (3) to suggest that, although the concept of supervision has changed, there still remains confusion as to the specific position of supervision within the total administrative process.

II. NEED FOR THE STUDY

The need for a general theory of educational supervision has been expressed by several writers in the area of supervision. Harris suggested that there is a lack of

conceptual models to guide supervisors in designing supervisory programs.[9]

Hamilton, on the basis of a thorough analysis of modern concepts of supervision in North America, concluded that there is no theory of supervision as such.[10]

Wilson et al., stated:

> The absence of sound theory to redirect supervisory practice toward planning and development functions produces eclectic, disorganized, contradictory and ad hoc attempts to help people.[11]

The need for this particular study stems from the need for a theory of educational supervision in Newfoundland. The need for a theory of supervision evolves from the existing state of supervision in the Newfoundland education system. From the historical background presented above, three general observations can be made.

Firstly, there is an inherent confusion as to a sound concept of supervision. This is mainly attributable to the number of supervisory roles in the system and the confusion associated with the evolution of the supervisory process itself. An example of this is the recent shift from the

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[9]Ben M. Harris, "Need for Research on Supervision," Educational Leadership, 21: 131-132, November, 1963.

[10]W.L. Hamilton, "An Analysis of North American Ideas on School Supervision," The CSA Bulletin, 5: 24, April, 1966.

[11]L. Craig Wilson et al., Sociology of Supervision (Boston: Allyn and Bacon, Inc., 1969), p. 3.

inspectorial role, as performed by the departmental inspectors, to the introduction of a formal supervisory role, as performed by the district board supervisor.

Secondly, there is a lack of role definition of supervisory personnel. This is particularly true in reference to the district board supervisors. It is the contention of the researcher that the lack of role definition is a deterrent to effective supervision. According to Bacilious:

> The general objectives and values implicit in the formal supervisory program should be articulated with those of the general administration functions...The operational attainment of this requirement is vital and necessary if the classroom teacher is to be spared the dilapidating effects of confusion, indirection, and conflict resulting from incompatible services.[12]

Thirdly, the recent reorganization of education in Newfoundland and Labrador has disrupted the power structure and roles in the education system. With the reorganization the era of the departmental inspectors came to an end. This function was transferred to the local board level where there is uncertainity as to which administrative personnel has the ultimate responsibility. The supervising responsibilities formerly held by the supervising principal were soon to be absorbed by the board supervisor. And, of course, the newly

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[12]Z.F. Bacilious, "Deterrents to Effective Supervision." (Paper read at the Short Course on Curriculum and Supervision, November, 1969, Memorial University, St. John's, Newfoundland.)

appointed board supervisor was meant to be responsible for general instructional supervision within his district.

The upshot of this is that there is a need for:

1. a clear conceptualization of the supervisory process within the educational organization;
2. an operational definition of the role of the school board supervisor and its relation to other relevant roles and expectations.

III. STATEMENT OF THE PROBLEM

The present study was undertaken primarily as a response to the need for a theory of instructional supervision in Newfoundland and Labrador. The study focused specifically on the district school board supervisor. It is intended that this study will contribute to the formulation of a general theory toward supervision with specific applicability to this province.

The immediate purpose is to investigate the theoretical foundations of instructional supervision as defined in terms of its major functions and styles. It is proposed to answer the following questions: (1) What are the perceptions of the major functions of instructional supervision expressed by Newfoundland and Labrador school board generalist supervisors? (2) What are the perceptions of supervisory styles

expressed by Newfoundland and Labrador school board generalist supervisors? (3) What are the perceptions of the major functions of instructional supervision expressed by Newfoundland and Labrador generalist supervisors when such perceptions are assessed according to six selected independent variables: size of school district based on total pupil enrolment; total years of professional experience in the field of education; the predominance of experience according to the length of service at the elementary or secondary level of school organization; the predominance of experience according to the length of service in teaching or school administration; the level of professional preparation; and the denomination of the school district? (4) What are the perceptions of supervisory styles expressed by Newfoundland and Labrador school board generalist supervisors when such perceptions are assessed according to six selected independent variables: size of the school district based on total pupil enrolment; total years of professional experience in the field of education; the predominance of experience according to length of service at the elementary or secondary level of school organization; the predominance of experience according to length of service in teaching or school administration; the level of professional preparation; and the denomination of the school district? (5) What is the relationship between expressed perceptions of functions and of styles?

IV. DEFINITION OF TERMS

Instructional Supervision

Instructional supervision is interpreted as a social process aimed at studying and improving all factors within the school setting that affect child growth and development.

The concept of supervision expressed by this definition emphasizes the service role in the improvement of instruction as well as the cooperative nature of the process.

Generalist Supervisor

Generalist supervisor refers to personnel hired pursuant to Section 20(1) of the Newfoundland and Labrador Schools Act, Number 68, 1969. The generalist supervisor, as opposed to the board specialist who is responsible for a specific subject area, is responsible for general improvement in instruction throughout the district in which he is employed.

Functions of Supervision

The functions of supervision refer to those major areas of activity through which the broad aim--the improvement of instruction--is achieved. This study has identified six functions as follows:

1. Teacher evaluation. Teacher evaluation refers to

the evaluation of teacher performance relative to the educational program.

2. Staffing. For the purpose of this study, staffing refers only to the selection, orientation, and placement of teachers.

3. Leadership. Leadership is defined as the process or act of influencing the activities of individuals or organized groups in their efforts towards goal setting and goal achievement.

4. Consultation. Consultation consists of (1) the service of providing a variety of relevant information affording the teacher choices or alternatives applicable to the solution of educational problems; and (2) the enhancement and maintenance of professional growth among the teaching personnel.

5. Program evaluation. Program evaluation refers to evaluation of progress relative to the objectives of the schools.

6. Curriculum development. Curriculum development refers to (1) the identification of needs; (2) specifying objectives; (3) selection and organization of content; and (4) organization of learning experiences.

Supervisory Style

Supervisory style refers to the general pattern of behavior adopted by the supervisor in fulfilling the functions of his position. In this study styles are operationalized as being:

1. Democratic supervision. The term democratic supervision specifies that philosophy of supervision which postulates supervision as a problem-solving process, encouraging, stimulating, and respecting the participation, cooperation, and contributions of all constituents to any specific problem situation; hence, the term denotes a philosophy which premises a dynamic, flexible, research geared supervision which utilizes creativity and leadership at all levels and relies on the balance of rights and responsibilities, rather than upon imposed authority in order to achieve its ends.[13]

2. Authoritarian supervision. Authoritarian supervision is the term used to describe a philosophy of

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[13]Geraldine F. Cleminson, "Major Purposes and Functions of Supervision as Perceived by New Jersey Public School Superintendents, Supervisors and Building Principals," (unpublished Doctor's thesis, School of Education, Fordham University, New York, 1965), p. 16.

supervision which presumes that the

> ...source of control and order, external to the reasoned judgement of the individual and to the common persuasion of freedom, should prevail and settle human choices.[14]

This philosophy espouses the preservation of power per se rather than facilitation of high calibre human performance; it presupposes that supervisors make the best decisions in problem situations, excludes participation of subordinates in making decisions which affect them, and expects conformity of subordinates, through respect or fear, to the decisions of the supervisor.

3. Laissez-faire supervision. The term laissez-faire supervision denotes in this study the philosophy which assumes that group and individual welfare are most effectively advanced by the 'pursuit of self-enlightened interests'; it posits individual self-autonomy in all situations. This philosophy abrogates educational leadership, group action, and coordinated effort; it predicates individualized decision-making independent of common goals and those individual restrictions necessarily inherent in group effort.[15]

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[14] Ibid., pp. 16-17.

[15] Ibid., p. 17.

V. ASSUMPTIONS AND DELIMITATIONS OF THE STUDY

This study is based on three fundamental assumptions. First, it is assumed that supervision is a necessary service within the educational system and an integral part of any general educational program. Second, clarification of supervisory roles is a continuing obligation. The lack of role definition and understanding of these roles lead to confusion and is a possible source of internal conflict. Third, a significant contribution to the development of a theory of supervision can be gained from an analysis of perceptions of role encumbents.

This study is limited to an investigation of the perceptions of the functions and styles of supervision expressed by Newfoundland and Labrador board supervisors. The results must be interpreted and generalized only in the context in which it is given.

The supervisory functions identified for this study are not exhaustive but rather are representative of the major functions implicit in professional literature.

VI. CONCEPTUAL FRAMEWORK

An analysis of the literature reveals two dimensions of supervision; (1) the functions of supervision; and (2) the supervisory style or procedure of the individual supervisor.

Burton and Brueckner distinguished between "functions of the supervisors" and "functions of supervision." They suggested that the overriding function of supervision was the evaluation and improvement of factors affecting learning.[16] Within this broad framework several other subsidiary functions were essential. These are as follows:

1. The formulation of an acceptable philosophy or statement of aims.
2. The development of a process for carrying on an educational program for the purpose of achieving these aims.
3. Organization of the personnel involved in implementing and improving the program. The policy, process, and organization should be such that they protect individuality and stimulate creativity of the persons involved.
4. Development of policy and organization for community relations.
5. Development of a theory and practice of evaluation consistent with the accepted aims and philosophy.

Although there is considerable agreement that the broad purpose of supervision is the improvement of instruction

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[16]William H. Burton and Leo J. Brueckner, Supervision: A Social Process (third edition; New York: Appleton-Century-Crofts, Inc., 1955), pp. 3-5.

and all other factors that affect the child within the school context, nevertheless, supervision has been associated with a long history of discontent. A look at the evolution of supervision indicated that the real dissatisfaction was with the particular styles adopted by the individual supervisor.

Complaints about supervision include the imposition of a supervisor's personal views upon the teacher, and the imposition of a course of study unfitted to the local situation. Protest is directed toward disregard for the dignity, the feelings, and the considered conclusions of the persons supervised.

Unruh and Turner also made a distinction between the supervisory role and those who perform the supervisory tasks. They described supervision additionally in terms of process, of functions, and of educational leadership.[17]

Unruh and Turner further broke down process in terms of social, psychological, and educational processes. As a social process supervision must consider the essential elements of human relations. These include interaction, participation, and communication. Interaction provides the basis for interpersonal relationships as well as a method for discovering and developing ideas. It is essential that

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[17]Adolph Unruh and Harold E. Turner, Supervision for Change and Innovation (Boston: Houghton Mifflin Company, 1970), p. 17.

teachers have an opportunity to participate in decision making relating to their work if they are to develop a healthy professional attitude. Through communication, ideas are generated, needs and aspirations are recognized, and human behavior is shaped and controlled. According to Unruh and Turner:

> Social process forms the foundation for good human relations. It takes into consideration teachers' status feelings, group membership, likes and dislikes, and needs and attitudes, and it fosters interaction skills.[18]

A great deal of supervision may be categorized as psychological process. It includes problem solving, changing behavior through techniques based on learning theory, and the various kinds of psychological mechanisms teachers and school personnel employ in their relations with each other.

The educational process is the provision for the continuance of inservice education for teachers. This includes workshops, institutes, conventions and consultants.

Supervision has often been defined in terms of functions. Wiles suggested that supervision is a service to teachers to help them improve their teaching. Burton and Brueckner defined supervision as:

> An expert technical service primarily aimed at studying and improving co-operatively all factors which affect child growth and development.[19]

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[18] Ibid., p. 19.

[19] Burton and Brueckner, op. cit., p. 5.

Some writers suggest that supervision is helping teachers grow professionally while on the job. For others, supervision means developing materials for instruction and learning, improving the curriculum, and initiating inservice training. Still others think supervision should help teachers define their roles and the roles of others in the social context of the school. Another function often mentioned is the improvement of cooperation and interaction among faculty and staff.

According to Unruh the most significant of all supervisory components is educational leadership. The supervisor who chooses not to lead or who cannot lead in a democratic fashion will not long survive. Supervision is leadership.[20]

It is on the basis of these two dimensions of supervision that this study is designed. The remainder of this section will elaborate on (1) the functions and (2) the styles of supervision.

The Functions of Supervision

Literature indicates a great variety of ideas regarding the nature of supervision. The Dictionary of Education defines supervision as:

> All efforts of designated school officials towards providing leadership to teachers and other educational

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[20]Unruh and Turner, op. cit., p. 21.

> workers in the improvement of instruction; involves the stimulation and professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction, and methods of teaching, and the evaluation of instruction.[21]

Boardman, Douglas, and Bent describe supervision as:

> The efforts 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 the functions of instruction so that they may be better able to stimulate and guide the continued growth of every child towards the richest and most intelligent participation in modern democratic society.[22]

Gwynn[23] identified three kinds of responsibilities of the supervisor. These are: (1) giving help to the teacher; (2) coordinating and making available instructional services to all personnel; and (3) acting as a resource person for the superintendent and other administrative personnel, a special agent in inservice training, and interpreting the school's program to school personnel and the public.

In order to discharge these responsibilities, the supervisor must perform the following tasks:

1. to aid the teacher and the principal in understanding children better.

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[21]Carter V. Good (ed.), Dictionary of Education (second edition; McGraw-Hill Book Co., Inc., 1959), p. 539.

[22]Charles W. Boardman, Harl R. Douglass, and Rudyard K. Bent, Democratic Supervision in Secondary Schools (Boston: Houghton-Mifflin Company, 1953), p. 27.

[23]Minor J. Gwynn, Theory and Practice in Supervision (New York: Dodd, Mead and Co., 1965), pp. 27-32.

2. to help the teacher develop and improve individually and as a cooperating member of the school staff.

3. to assess school personnel in making more interesting and effective use of materials of instruction.

4. to help the teacher to improve his methods of teaching.

5. to make the specialized personnel in the school system of maximun assistance to the teacher.

6. to assist the teacher in making the best possible appraisal of the students.

7. to stimulate the teacher to evaluate his own planning, work, and progress.

8. to help the teacher achieve poise and a sense of security in his work and his community.

9. to stimulate faculty groups to plan curriculum improvement and carry out those plans cooperatively, and to assume a major responsibility in coordinating their work.

10. to acquaint the school administrators, the teachers, the students, and the public with the work and progress of the school.

Feyereisen, Fiorino, and Nowak[24] concluded that supervision involves three basic functions. They are listed as follows: (1) curriculum design; (2) providing advice when needed; and (3) working with the instructional staff on problems related to the improvement of instruction. The curriculum design component includes identifying broad curriculum objectives, deciding on the content, and organizing

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[24]Kathryn V. Feyereisen, A. John Fiorino, and Arlene T. Nowak, Supervision and Curriculum Renewal (New York: Appleton-Century-Crofts, 1970), pp. 105-109.

the learning experiences. The consultative component is directed mainly toward providing advice through inservice programs. The facilitating function includes assisting in the identification of dysfunctions and problems in the curriculum and instructional process; assisting teachers in interpreting and applying solutions produced in the decision-making system; and providing feedback to the instructional staff.

Swearingen identified eight major functions of supervision based on the nature of man, the nature of learning, and the nature of society and its ideals. These functions are:

1. coordination of efforts
2. provision of leadership
3. extension of experience
4. stimulation of creative effort
5. facilitation and evaluation of change
6. analysis of learning situations
7. contributions to a body of professional knowledge
8. integration of goals.[25]

Enns defined supervision as:

> ... those particular aspects which are intended to maintain and promote the effectiveness of teaching and

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[25]Mildred E. Swearingen, Supervision of Instruction: Foundations and Dimensions (Boston: Allyn and Bacon, Inc., 1962), p. 42.

> learning by working directly with the teachers. It is a useful exercise to examine the functions through which supervision attempts to achieve these aims.[26]

In accordance with this definition, he lists five functions which are effective in maintaining and improving the instructional program. These functions are:

1. the staffing function
2. the evaluation function
3. the motivation and stimulation function
4. the consultation function
5. the program development function.

Supervisory Styles

As intimated earlier, much of the controversy in the area of supervision can be attributed to the particular style adopted by the individual supervisor. Unruh and Turner suggest that:

> Supervision under some earlier organizational schemes proved unsuccessful partly because of the poor human relations practices. Teachers rebelled against the secret memoranda, rating sheets, and authoritarian practices, which negated the ideals of human worth and dignity, freedom and equality. Many teachers thought of these practices as antiprofessional. Teachers often left supervisory conferences cowed but resentful, and perhaps less professional and less effective.[27]

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[26]Frederick Enns, "The Supervisor and His Functions", The CSA Bulletin, 7: 7-14, April, 1968.

[27]Unruh and Turner, op. cit., p. 65.

The specific style adopted by the supervisor will vary with his particular philosophical bias. Insight into this controlling force may be gained from a brief look at the evolution of supervisory practices.

Initially, supervision was concerned with inspection of the school plant, the equipment, and pupil achievement. The latter concern was an indirect approach to teacher assessment. This type of supervision involved very little, if any, activity in the way of guidance. Teachers were set free to improve on their own. If they did not improve, then the alternative was to dismiss the teacher. This type of supervision incorporated laissez-faire as well as autocratic principles. To improve teachers' performance, other supervisors reverted to a type of coersive supervision. Courses of study and classroom methods were prescribed. Performance was checked regularly to see that orders were obeyed.

A significant gain was made when supervision was understood to include training and guidance. Although the upper echelons in the administration still knew best and materials and methods remained to be prescribed, personal and cultural factors were taken into consideration. Training and guidance were focused on the teacher and confined to the improvement of this group and their techniques.

This early style of supervision was based on several assumptions of principle and practice which are no longer

condoned in today's supervisory program where the emphasis is on cooperative participation. Some of the assumptions underlying the autocratic style of supervision are:

1. The assumption that a centrally devised theory of education, including curriculum and classroom practices, is better than that devised by the teachers themselves. This implies that there is one best way of doing things and that the elite has the monopoly on this knowledge. It further assumes that the decisions made in the central office can and will be adopted by the teaching staff.
2. The assumption that the teacher is the primary, if not the only, factor to be considered in improving the setting for learning. Other factors such as the curriculum materials and the learners themselves were ignored.
3. The assumption that teachers are not fundamentally different from other factors affecting the learners. The psychology of the individual was ignored. It was not until the Hawthorne studies that a different perspective was adopted relative to human motivation and morale.
4. The assumption that the legal and hierarchical relationships among people are sufficient and

> satisfactory. The cooperative, participatory relationship emphasized in modern practice was unknown.

Recent advances in philosophy and science have profoundly affected education. Education is indebted to new knowledge in the areas of social theory, cultural anthropology, and psychology, to mention a few. The significance of this is expressed by Neagley and Evans:

> The professional literature of the past decade is full of the theory of modern supervision. Terms such as "democratic," "team effort," and "group process" have been lavishly used in an attempt to show that present day supervision is a far cry from the autocracy supposedly exhibited by the early twentieth-century administrator and supervisor. According to the theorists, all decisions of any importance in the modern school system should involve the entire staff, and each professional employee must feel that he is part of the team. The age of group dynamics has left its imprint in that all staff members are expected to interact with considerable understanding of each other's problems and the needs of the total group. The image of democracy in action at the school and the district level has been planted very firmly by the writers of almost every book in the field.[28]

The democratic philosophy has greatly affected our views concerning persons and relationships between persons. Democracy is a social theory affecting every facet of human life; it is not limited to political forms. Democracy recognizes that leadership and creativity appear on all levels and in all types of persons. A group approach to

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[28]Ross L. Neagley and N. Dean Evans, Handbook for Effective Supervision of Instruction (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970), p. 4.

problem solving is fundamental to progress within democracy. This makes the earlier relationship between the leader and the led untenable, and the traditional process of imposition and direction impossible. All persons ideally become co-workers and participants in the cooperative formulation, execution, and evaluation of the whole program.

According to Burton and Brueckner, supervision is well done when:

> ... it promotes the insights of all persons engaged in solving an educational problem; when it accepts leadership from any and all persons; when it recognizes and protects the unique individuality of every person in a given group. Supervision, well done, assumes that all persons are willing and recognize their obligation to work together on common problems, and that all are capable of creative contribution in one way or another. Competent supervision does not merely aid persons to solve their problems, it provides the conditions under which all may participate as free agents in the solution of common problems.[29]

A great deal of research in supervision has been directed towards interpersonal relations. Research indicates that high levels of anxiety and feelings of insecurity, which were the methods used in the old-style supervision, depress performance; whereas low or moderate anxiety sometimes improvesperformance. Research tends to support the premise that the most effective operations in the long run are those in which low-trust unilateral decision making is replaced by

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[29]Burton and Brueckner, op. cit., pp. 4-5.

high-trust participative decision making involving all components of the system.[30]

Research studies have shown that groups in which members perceive a facilitative interdependence manifest higher cohesiveness, increased motivation, and higher morale than groups in which such perception of interdependence is absent. Studies have also shown that cooperative situations lead to greater productivity than competitive situations.[31]

Cleminson conducted a very thorough investigation into the theoretical foundations of instructional supervision as defined by its major functions and styles.[32] The study was concerned with the perceptions of supervision held by New Jersey superintendents, supervisors, and principals. It proposed to answer three questions: (1) What are the perceptions of major purposes and functions of instructional supervision expressed by these role encumbents? (2) Are there significant differences in the perceptions of instructional supervision expressed by these role encumbents when such perceptions are assessed according to three criteria: a democratic theory of supervision; an authoritarian theory of

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[30]Unruh and Turner, op. cit., p. 67.

[31]Ibid., p. 70.

[32]Cleminson, op. cit.

supervision; a laissez-faire theory of supervision? (3) Are there significant differences in perceptions of the major purposes and functions of supervision when respondents are classified according to five independent variables: sex; total years of professional experience in the field of education; predominance of experience according to length of service in school administration or supervision; predominance of experience according to length of service at the elementary or secondary level of school organization; the level of professional preparation?

The findings revealed that the perceptions of the purposes and functions of supervision expressed by superintendents, supervisors, and principals were founded on a democratic philosophy. There was, however, some evidence of minority support of the authoritarian philosophy of supervision and of the laissez-faire philosophy of supervision. Several significant differences were disclosed between superintendents, supervisors, and principals in their perception of democratic, autocratic, and laissez-faire supervision. It was found that supervisors were more democratically oriented than administrators in their perception of supervision. When the expressed perceptions were related to the selected independent variables, the following conclusions were reached: (1) female respondents were significantly more inclined toward laissez-faire than were male respondents; (2) as the years of

total professional experience increased, commitment to authoritarian and laissez-faire supervision increased; (3) respondents lacking the doctorate were significantly more authoritarian than respondents possessing the doctorate; (4) there were no significant findings between the other variables and the expressed perception of instructional supervision.

Within this theoretical framework, this study investigated the perceptions of Newfoundland and Labrador generalist supervisors relative to two dimensions of supervision: (1) the functions of supervision; and (2) styles of supervision. Perceptions of functions were assessed according to six categories: teacher evaluation; staffing; leadership; consultation; program evaluation; and curriculum development. Perceptions of styles were assessed according to three criteria: a democratic theory of supervision; an authoritarian theory of supervision; and a laissez-faire theory of supervision.

The perceptions of both functions and styles were assessed according to six selected independent variables: (1) size of school district; (2) total years of professional experience; (3) predominance of experience according to length of service as a teacher or administrator; (4) predominance of experience according to length of service at the elementary or

secondary level of school organization; (5) professional training; and (6) denomination of the school district.

Finally, the expressed perceptions of the functions and of the styles were analyzed in conjunction with each other to derive a unified evaluation of the perceptions of instructional supervision.

V. ORGANIZATION OF THE STUDY

This inquiry investigated the conceptual basis of supervision through an analysis of the perceptions of the major purposes and styles of supervision held by Newfoundland and Labrador school board generalist supervisors. A two-dimensional instrument was used to obtain perceptions of these two dimensions of supervision investigated. Responses were subjected to statistical analyses to determine (1) general perceptions of the functions and styles, and (2) perceptions when assessed according to six independent variables.

Chapter I has defined the problem, described its background, and outlined general parameters of the study. Chapter II focuses on the relevancy of the problem to educational thought through a review of related studies in supervision and social psychology. Chapter III presents the procedure followed in constructing the instrument and in gathering and analyzing the data. Analyses of the responses obtained from the instrument are presented in Chapter IV. Chapter V comprises the summary, conclusions, and implications of the study.

CHAPTER II

REVIEW OF RELATED STUDIES

A review of the research in supervision conducted during the past quarter of a century reveals few studies directly pertinent to the problem investigated in this research. Studies exploring attitudes and perceptions of supervision have secured data mainly from teacher subjects. Studies involving supervisors have mostly been directed toward exploring the degree of congruency of perception expressed by teachers, administrators, and supervisors regarding the activities and procedures of the supervisor.

There have been many studies carried out that, although not directly related, do provide insight into the present investigation. This chapter will present pertinent aspects of studies done in education as well as social psychology which are considered applicable to this inquiry.

The importance and relevance of studies in leadership to educational supervision is well recognized and documented in professional literature. According to Heald:

> The period since 1920 has been characterized by the added dimension of democratic leadership in the supervisory role....If leadership is, as Lipham (1964) suggests, 'the initiation of a new structure or procedure for accomplishing an organization's goals and objectives or

> for changing an organization's goals and objectives,' then supervision and leadership are closely allied.[1]

This chapter will focus mainly on studies relating to styles since a sufficient review of the literature relative to functions was provided in Chapter I.[2] Priority will be given to studies dealing with the identification of democratic principles and the extent to which these principles are translated into actual supervisory practice. Concern will be directed toward the comparative effects of democratic, autocratic, and laissez-faire styles of leadership. This chapter will be divided into two specific sections: (1) studies related to the purposes, functions, and activities of supervision; and (2) studies in leadership.

The section dealing with studies in leadership will rely heavily on research done in social psychology. The impact that this discipline is having on the field of supervision is reflected in the 1960 edition of the Encyclopedia of Educational Research. In this edition Wiles asserts that:

> To determine the way he (the supervisor) should perform his function, it is necessary to establish a theory of supervision based on available research from many fields....Studies in the areas of leadership, communication, human relations, and group processes all

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[1]James E. Heald, "Supervision," Encyclopedia of Educational Research (fourth edition; The MacMillan Co., 1960), pp. 1394-95.

[2]See Chapter 1, pp. 21-25.

> provide data which can be used to formulate hypotheses concerning the most effective procedures for supervisors to use.[3]

This summary in the Encyclopedia dealt almost exclusively with research in social psychology and its application to democratic supervision. The need for training supervisory personnel in group organization and dynamics, in self-analyses, and in the various counseling, communication, and leadership skills was emphasized.

I. STUDIES OF PURPOSES, FUNCTIONS, AND ACTIVITIES OF SUPERVISION

One of the earliest studies by Barr and Reppen found that 327 experienced and inexperienced teachers, representative of 71 cities in the United States, desired to define their own needs and secure supervisory assistance in fulfilling these needs. They manifested the need for the consultative service in the supervisory program. The most helpful practices were perceived as: classroom visitations, conferences, intervisitation, professional meetings and discussions, experimentation, participation in curriculum development, and supervisory bulletins. The respondents criticized the supervisors for performing these activities without involving

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[3]Kimball Wiles, op. cit., p. 1442.

teachers in planning the supervisory program and for focusing on unrealistic needs.[4] A later study by Antell revealed similar findings. Responding to an attitude scale consisting of 25 of the most common supervisory practices, 200 teachers from New York City schools rated as helpful those practices which expressed a democratic philosophy of supervision. The majority of respondents repudiated meaningless routines and practices signifying inspection and imposition. They favored a supervisory program geared to their professional needs. They indicated a desire for teacher participation and stressed the need for instructional resource materials.[5]

In a very thorough analysis of the principles of democratic supervision, Rorer articulated the following purposes: helping teachers create an atmosphere conducive to pupil growth, stimulating teacher growth, improvement of all aspects of the teacher-learning process (through continuous, concurrent planning, executing and evaluating), coordinating and integrating educational endeavours, and implementing cooperatively determined school policies. Leadership was conceived as a shared responsibility of the whole staff and

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[4]A.S. Barr and Nels O. Reppen, "The Attitudes of Teachers Toward Supervision," Journal of Experimental Education, 3: 237-301, June, 1935.

[5]Henry Antell, "Teachers Appraise Supervision," Journal of Educational Research, 38: 606-11, April, 1945.

involved pupil and community participation. Supervisory activities evolved from learning needs rather than as a function of administrative organization.[6]

Foster explored perceptions of supervision expressed by teachers and supervisors.[7] She investigated the relationship between expressed perception and (1) educational background of respondent; (2) extent of teacher-supervisor contact; and (3) orientation of respondents towards pupils as revealed by their score on the Minnesota Teacher Attitude Inventory. Several major functions were identified as essential to effective supervision. These were provision for inservice teacher growth, routines for securing and distributing curriculum materials, and skill in building positive human relations with teachers and the community. There was no significant difference found between perception of respondents and the stated variables. There was no difference between perceptions expressed by supervisors and teachers.

Ord used Flanagan's Critical Incident Technique to determine the most effective behavior which characterized the

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[6]John A. Rorer, Principles of Democratic Supervision (New York: Teachers College, Bureau of Publications, 1942), cited by G. Cleminson, "Major Purposes and Functions of Supervision as Perceived by New Jersey Public School Superintendents, Supervisors and Building Principals," (unpublished Doctor's thesis, School of Education, Fordham University, New York, 1965), pp. 35-36.

[7]Lucille E. Foster, "Perceived Competencies of School Supervisors" (unpublished Doctor's thesis, Stanford University, Stanford, California, 1959), cited by G. Cleminson, "Major Purposes and Functions of Supervision as Perceived by New Jersey Public School Superintendents, Supervisors and Building Principals," (unpublished Doctor's thesis, School of Education, Fordham University, New York, 1965), pp. 33-34.

supervisory role.[8] His sample comprised 50 teachers and 50 consultants at the elementary level. From 460 critical incidents gleaned from the respondents, four major areas of supervisory competence were defined: curriculum materials, methods and procedure, mental health and teacher growth, and classroom organization. From these four areas twelve specific critical behaviors were identified. It was found that consultants, when compared with teachers, indicated greater concern with the areas of methods and procedures and less concern with mental health and teacher growth.

Smiley conducted a study attempting to analyze and appraise the role of the county supervisor of instruction in Tennessee. Questionnaires were sent to supervisors in ninety-one counties and fifty-two counties were represented in the study. Of the eighteen tasks listed on the questionnaire, there was agreement among a large number of supervisors concerning these tasks: working with teachers and principals on an individual basis, working with teachers and principals in study groups, working in curriculum areas with faculty groups, and stimulating professional growth. It was evident from the findings that group attack on problems and group study of

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[8]John E. Ord, "Critical Competencies of County School Consultants in the Improvement of Instruction (unpublished Doctor's thesis, Stanford University, Stanford, California, 1958), cited by G. Cleminson, "Major Purposes and Functions of Supervision as Perceived by New Jersey Public School Superintendents, Supervisors and Building Principals," (unpublished Doctor's thesis, School of Education, Fordham University, New York, 1965), p. 33.

self-selected topics are replacing traditional supervisory practices.[9] In another study with similar purpose and design, Geckler found that the supervisors surveyed performed a wide range of tasks, many of which were not related to instruction. All supervisors said that they worked with teachers and principals on an individual basis and thought it to be a very effective technique.[10]

In another study concerned with perceptions of the role of the supervisor of instruction, McLoughlin explored the expectations of supervisors as held by superintendents of schools, principals of schools, elementary school teachers, and supervisors of elementary instruction in the Province of British Columbia.[11] The sample comprised 19 superintendents, 19 supervisors, 65 elementary principals, and 240 teachers. The respondents were asked to indicate agreement or disagreement on items covering three supervisory functions. The three

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[9]Margaret C. Smiley, "An Analysis and Appraisal of the Role of the County Supervisor of Instruction in Tennessee" (unpublished Master's thesis, University of Tennessee, Tennessee, 1961).

[10]Jack W. Geckler, "An Analysis and Appraisal of the Role of the Supervisor of Instruction in City Systems and Urban County Systems in Tennessee" (unpublished Master's thesis, University of Tennessee, Tennessee, 1961).

[11]Roy I. McLoughlin, "A Study of the Role of Supervisor of Elementary Instruction" (unpublished Master's thesis, University of Alberta, Edmonton, Alberta, 1965).

functions were: (1) adapting the Provincial curriculum and developing a local program; (2) improving the quality of teaching; and (3) the staffing function.

The findings indicate consensus among respondents on (1) clarification of district curriculum policies; (2) in-service education activities; (3) provision of, and experimentation with, instructional materials; (4) programs to meet the needs of individual differences of remedial and accelerated students; and (5) improvement of measuring instruments, standardized testing programs, and interpretation of test results. Principals and teachers appeared to oppose anything being done by the supervisor which in any way had a connotation of "inspection." Principals and teachers considered the follow-up conference between the teacher and supervisor as a most desirable function of the supervisor. Both groups also responded in agreement to having the supervisor assist the teacher with solving teaching problems if the teacher had no solution of his own. They also agreed that supervisors should assist the teachers in the selection of reference and instructional materials.

In another study Harman attempted to identify the principles of democratic supervision and investigated the extent to which these principles were implemented in actual supervisory practice. From data obtained from 24 high schools he found that a democratic philosophy of supervision was most

widely confirmed. He, along with a jury of experts, defined five basic principles of supervision. In terms of these principles, effective supervision was conceived as democratic, scientific, creative, motivational to the individual and society, and responsive to individual and social needs. Subsequent interviews with administrators and teachers revealed three different conceptions of supervision: (1) supervision was considered to be a cooperative service concerned with solving problems which pertained to the teaching-learning situation; (2) some defined supervision as the training of teachers; and (3) others described supervision as a scientific enterprise, evaluating educational efficiency and improving a program in which factual retention was expected to supersede pupil interests and attitudes. Harman investigated the extent to which these principles were reflected in supervisory procedures. He found that the principle most frequently implemented was that supervision should be based on the needs of the individual and society; the principle least implemented was that supervision should be scientific.[12]

In another study at the secondary school level, Bliss requested 93 administrators to indicate to what extent their

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[12]Allen C. Harman, Supervision in Selected Secondary Schools (Philadelphia: University of Pennsylvania, 1947), cited by G. Cleminson, "Major Purposes and Functions of Supervision as Perceived by New Jersey Public School Superintendents, Supervisors and Building Principals," (unpublished Doctor's thesis, School of Education, Fordham University, New York, 1965), pp. 36-37.

supervisory practices exemplified thirty jury-defined principles of supervision. Although a majority of the respondents accepted the democratic philosophy, a large minority failed to agree with some fundamental concepts. These concepts included (1) the sharing of leadership with subordinates; (2) the involvement of teachers in the planning process; (3) the importance of encouraging teacher self-direction and self-evaluation; and (4) the need for a carefully designed supervisory program with adequate provision for its evaluation.[13]

From interviews with 300 classroom teachers, Replogle documented the need for democratic supervision. Teachers expressed the desire for sympathetic, flexible supervision in which pupil behavior, rather than teacher performance, would receive the primary attention. They also favored group action in the solution of mutual problems. They indicated a need for assistance in learning and applying group dynamic techniques, locating and using a variety of instructional resources, and in using self-evaluative techniques.[14]

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[13]Gordon Charles Bliss, "Identification and Validation of Major Principles of Supervision and Their Application in Selected Secondary Schools" (unpublished Doctor's thesis, Teachers College, University of Nebraska, Lincoln, 1959), cited by G. Cleminson, "Major Purposes and Functions of Supervision as Perceived by New Jersey Public School Superintendents, Supervisors and Building Principals," (unpublished Doctor's thesis, School of Education, Fordham University, New York, 1965), pp. 37-38.

[14]Vernon L. Replogle, "What Help Do Teachers Want?" Educational Leadership, 7: 445-49, April, 1950.

Saunders also revealed a need for a democratic approach to supervision. He explored several factors affecting the supervisor-teacher relationship. The factors rated highest by a sample of over 300 teachers were: (1) a cooperative approach to problem solving; (2) respect for teachers as individuals; (3) active endorsement of teacher welfare and security provisions; and (4) promotion of new ideas and of creativity in teaching.[15]

Ziolkowski investigated the relationship between supervisory practices and the general supervisory style of high school principals and the overall effectiveness of the program of instructional supervision.[16] He asked provincially appointed superintendents to evaluate the intermediate-sized schools in Saskatchewan on the basis of the effectiveness of the supervisory program and identify twenty-four schools which they perceived to be superior in promoting improvement in the effectiveness of the teaching staff and twenty-four perceived to be inferior in this regard. Teachers in these two groups of schools then responded to questionnaires probing (1) the extent to which certain supervisory practices had been employed

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[15]Jack O. Saunders, "Teachers Evaluate Supervisors Too," Educational Administration and Supervision, 41: 402-06, November, 1955.

[16]E.H. Ziolkowski, "Practices in the Supervision of Instruction," The Canadian Administrator, 5, October, 1965.

with them over the past year, and (2) their perceptions of the principal's general supervisory style.

The findings indicate that, where principals are succeeding in promoting teacher growth, emphasis is on group practices and informal techniques. Group practices seem to be contributing to instructional improvement in two ways: (1) by helping the teacher solve his immediate problem; and (2) by contributing to the general morale of the staff. The area of supervisory practice most strongly associated with the criterion of instructional improvement was the general supervisory style of the principals. The findings indicated that schools which promoted teacher growth are likely to be associated with a principal who is perceived to be (1) a person showing consideration and understanding; (2) an example of industry and efficiency; (3) a leader adequately representing the group's needs and interests; and (4) an agent of change.

Parsons conducted a study to determine teachers' perceptions of the effectiveness of influential supervisory roles in serving to improve teachers' behavior and to determine the supervisory styles and behaviors that teachers perceived as contributing to the effectiveness of persons in

various supervisory roles.[17] Five hundred fifty-six teachers selected randomly from a population of some 13,00 elementary teachers in Ontario were asked to rate all operative supervisory roles in the school system on influence and effectiveness and describe the styles and behaviors of persons occupying the most effective and least effective roles. The findings showed that effective supervisors, when compared to ineffective supervisors, were rated significantly high on professional leadership, personal and institutional growth, and social support and involvement of teachers. Sex of teacher, type and size of school, and teaching experience showed relatively low correlations with perceptions of effective supervisory styles and behavior but were nevertheless significant. Implicit in the findings is that supervisors wishing to influence teacher behavior must behave in ways congruent with teachers' expectations. Supervisors must involve teachers in the decision-making process, give social support, and provide stimulating leadership to be effective in performing their functions.

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[17]George L. Parsons, "Teacher Perceptions of Supervisory Effectiveness: An Analysis of Supervisory Roles in School Systems" (unpublished Doctor's thesis, University of Toronto, Toronto, 1971).

A similar study was undertaken by Vigilante and conducted in midwestern states.[18] He was concerned with leadership styles of elementary principals and elementary supervisors. He investigated the question, how do elementary principals and elementary supervisors view their respective roles and the role of the other in four dimensions of role behavior: (1) the status dimension (success ideology vs. equality ideology); (2) the authority dimension (dependence vs. independence); (3) the personal dimension (friendship obligation vs. institutional obligation); and (4) the means-ends dimension (product vs. process).

The role of the elementary supervisor as perceived by the principal for each dimension was characterized as follows:

1. For the status dimension, the supervisor was expected to identify with his peers and be considered as "just a member of the group."
2. For the authority dimension, the principals expected the supervisor to display actions that he takes on the authority of others and actions that he takes on his own authority. At the same time he is expected to make provision for individual need fulfillment.

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[18]Nicholas J. Vigilante, "When Supervisors and Principals Work Together," Educational Leadership, 23: 641-44, May, 1966.

3. For the personal dimension, the supervisor was expected to display behaviors which express a loyalty to the organization as well as behaviors which are the result of personal friendship and social and personal contacts.
4. For the means-ends dimension, the elementary principals expected the supervisors to take actions which are prompted by the requirements of the immediate problem and the actions resulting from the desire to improve the future operation of the organization.

Sergiovanni investigated the factors affecting satisfaction and dissatisfaction of teachers.[19] His study design and interview technique were based on work done by Herzberg, Mausner, and Snyderman. He interviewed 71 of the 3,382 teachers in a school district in Monroe County, New York. The results indicate that achievement recognition, and responsibility contributed predominately to teacher job satisfaction. The need for recognition, the overt bolstering of self-esteem, appeared to be important to teachers. It was found that factors which accounted for high attitudes of teachers were related to work itself and factors which accounted for low attitudes were related to the conditions

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[19]Thomas Sergiovanni, "Factors Which Affect Satisfaction and Dissatisfaction of Teachers," Journal of Educational Administration, 5: 66-82, May, 1967.

or environment of work. Dissatisfaction seemed to have roots in interpersonal relations with students and peers, school policy and the manner of its administration, status and personal life.

The studies reviewed in this section have focused mainly on the identification of democratic principles of supervision and the extent to which such principles have been translated into supervisory purposes, functions, and activities. These studies have indicated the need for democratic supervision based on an assessment of the procedures and values derived from its application.

II. STUDIES IN LEADERSHIP

Literature has revealed a revolution in the concept of leadership over the past 35 years. By the mid-thirties, leadership, formerly conceived as a constellation of traits, was considered a process in which groups designated as their leaders those who showed evidence of superior insight into social interaction and group values. Research has shifted from a study of leadership characteristics to a study of group dynamics.[20]

Merei's study provided support for this concept of leadership. His research revealed that leaders, when

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[20]Cleminson, op. cit., p. 43.

introduced into new groups, had to accept the norms of the group prior to their entrance, or they failed to maintain their leadership status in the new groups. He found that in 25 out of 26 cases a leader introduced into a new group did not assume a leadership position without first becoming a group member by accepting the group norms that had developed before his entry.[21] The idea that sharing group norms is essential to leadership was also substantiated by the research of Sterling and Rosenthal.[22] They studied characteristics of group leaders and followers as these related to differing psychological phases of the group's progress toward the group goal. Analysis of the sociometric indices, group observations, and group transcripts showed that leaders and followers changed places with different phases of the group process. The same leaders usually came to the fore when similar psychological phases of the process recurred. It was found, for instance, that phases of group aggression are usually related to leadership by the most aggressive members of the group. A significant relationship was found between personality traits of the

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[21] Ferenc Merei, "Group Leadership and Institutionalization," Human Relations, 2: 23-39, January, 1946, cited by Kimball Wiles, "Supervision," Encyclopedia of Educational Research (third edition; New York: The MacMillan Co., 1960), p. 1443.

[22] Theodor D. Sterling and Bernard G. Rosenthal, "The Relationship of Changing Leadership and Followship in a Group to the Changing Phases of the Activity," American Psychologist, 5: 311, July, 1950.

leaders and followers and the psychological characterization of the activity of the group in which they became leaders or followers.

A study of the differences in the behavior of leaders and non-leaders conducted by Carter indicated that leaders who emerged from the group were more authoritarian and agressive than those designated by the group.[23] They concluded that the appointed leaders considered their chief function to be that of moving the group toward agreeing on a solution to the problem presented and initiating action toward this solution. The appointed leaders elicited the opinions of the group members, minimized group conflict, and integrated those opinions on which there was general agreement. The emergent leaders, on the other hand, established their positions of leadership by being forceful and strongly supporting their own proposals in competition with other potential leaders. Maier and Solem also provided evidence indicating the need for designated rather than emergent leadership roles.[24] They divided college students into discussion groups, half of

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[23]Launor Carter et al., "The Behavior of Leaders and Other Group Members," Journal of Abnormal and Social Psychology, 46: 589-95, October, 1950.

[24]Norman Naier and Allen Solem, "The Contribution of a Discussion Leader to the Quality of Group Thinking: The Effective Use of Minority Opinions," Human Relations, 5: 277-88, August, 1952.

which were assigned leaders and half deprived leaders. Significant differences were found in the quality of group thinking between the leader and the non-leader groups. This difference resulted from the opportunity provided by the leaders for all members to exert constructive influences in the groups. Hemphill's work also provided support for designated leadership.[25] He found significant relationships between leader behavior and situational factors. He asserted that, despite the situational variance, all leaders must have (1) competence in advancement of group purposes and in group administration; (2) the ability to motivate the group toward greater achievement and to provide psychological security to each member and willingness to subordinate ego-related activities to group activities. Stodgill reported similar findings.[26] Leadership was defined as the recognition of the differentiation in control of group activities. He rejected the concept of leadership as a function of group member behavior.

Leadership types have received much attention in social psychology. In a study investigating the effectiveness of

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[25]John K. Hemphill, Situational Factors in Leadership (Columbus, Ohio; Ohio State University Press, 1949) cited by G. Cleminson, "Major Purposes and Functions of Supervision as Perceived by New Jersey Public School Superintendents, Supervisors and Building Principals," (unpublished Doctor's thesis, School of Education, Fordham University, New York, 1965), p. 45.

[26]Ralph M. Stodgill, "Leadership, Membership and Organization," Psychological Bulletin, 4: 1-14, January, 1950.

different types of leadership, Lippitt and White assigned adult leaders, who behaved in either a democratic or an authoritarian manner, to groups of ten-year-old boys.[27] In a third condition, there were laissez-faire leaders, who allowed the group complete freedom and did not really act as leaders at all. The outcomes of this study may be summarized as follows: (1) in the democratic groups the members were happier and more self-reliant than those in the autocratic groups. Originality was greater and motivation was stronger in the democratic groups than in either of the other types; (2) in the laissez-faire atmosphere the least work was done, its quality poor, and there was considerable loafing and expression of the desire for the democratic leaders; (3) in the authoritarian atmosphere, although there was some tendency for the quantity of work to be greatest, there were greater manifestations of hostility, aggression, scapegoating, and discontent than in any of the other groups. Preston and Heintz, in a study of college students, found that the democratic, or "participatory", leaders elicited significantly greater changes in the attitudes of group members than the

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[27]Ronald Lippitt and Ralph White, "Leader Behavior and Member Reaction in Three 'Social Climates'," Jonathan L. Freedman et al., Social Psychology (Englewood Cliffs, N.J.; Prentice-Hall, Inc., 1970), pp. 165-66.

laissez-faire, or "supervisory", leaders.[28] The study further revealed that (1) democratic group members perceived the task of the group as interesting and meaningful significantly more often than did members of the laissez-faire group; and (2) democratic leaders indicated enjoyment in their group situation more often than did laissez-faire leaders.

An extensive series of studies by Fiedler provides additional information on the effects of differing styles of leadership.[29] He distinguished between two different kinds of leaders on the basis of a personality test, in which the essential element was the individual's feelings toward the other members of the group. The studies demonstrated that the most effective kind of leadership depends on a variety of factors in the situation. The relations between the group and the leader, the degree of structure in the task, and the strength of the leader's position play vital roles. Although the findings indicated that the low "least preferred coworker" (LPC) leader was more effective in the majority of situations, there were some in which he was less effective. Thus, no

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[28]Malcolm G. Preston and Roy K. Heintz, "Effects of Participatory vs. Supervisory Leadership on Group Judgment," Journal of Abnormal and Social Psychology, 44: 345-55, July, 1949.

[29]Fred E. Fiedler, "A Contingency Model of Leadership Effectiveness," Leonard Berkowitz (ed.), Advances in Experimental Social Psychology (New York: Academic Press, 1964), pp. 149-190.

overall statement could be made about the kind of leadership that is best.

III. SUMMARY

The studies reviewed in this section focused on two aspects of leadership (1) the concept of leadership and (2) the relative effects of different types of leadership. It emphasized the process approach to the study of leadership as opposed to the study of leadership traits. Although the findings were not conclusive, the studies reviewed lend considerable support to a democratic, rather than an authoritarian or laissez-faire, philosophy of supervision.

CHAPTER III

RESEARCH DESIGN AND PROCEDURE

This study investigated the conceptual basis of instructional supervision through an analysis of its major functions and styles as perceived by Newfoundland and Labrador school board generalist supervisors. A two-dimensional instrument was distributed to the total population of board supervisors who were asked to identify themselves as generalists or specialists. Only data provided by the generalists were used in this study.

I. INSTRUMENTATION

A two-dimensional instrument was used to investigate the major problems defined in Chapter I. Data pertinent to the perceptions of supervisory styles were obtained from an instrument developed by Geraldine Cleminson at Fordham University, New York, 1965. The part of the instrument dealing with functions of supervision was developed by the present researcher.

Construction of the Instrument

Cleminson's instrument, entitled The Major Purposes and Functions of Supervision as Perceived by New Jersey Public School Superintendents, Supervisors, and Building Principals,

was developed in partial fulfillment of the requirements for the doctoral degree of philosophy in the graduate department of the School of Education at Fordham University. Her description of the instrument is presented here with very few changes.[1]

This instrument, designed to measure perceptions of the major purposes and functions of supervision, comprised a democratic scale, an authoritarian scale, and a laissez-faire scale and was patterned according to the Likert attitude scale technique. Initially, this tri-dimensional instrument contained ninety randomly arranged items documented in professional literature, dating from 1935 to 1961, and was comprehensively representative of the major purposes and functions of supervision. Of these ninety items, thirty expressed the democratic philosophy of supervision; thirty, the authoritarian philosophy of supervision; and thirty, the laissez-faire philosophy of supervision. This initial instrument was sent to a dual-panel jury of thirty-one experts. One panel consisted of the fifteen executive committee members of the Association for Supervision and Curriculum Development, 1958-1962; the other panel consisted

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[1]Geraldine F. Cleminson, "Major Purposes and Functions of Supervision as Perceived by New Jersey Public School Superintendents, Supervisors and Building Principals," (unpublished Doctor's thesis, School of Education, Fordham University, New York, 1965), pp. 65-70.

of sixteen New Jersey administrators and supervisors recommended by the New Jersey State Department of Education for outstanding professional leadership. In accordance with the judgements rendered by the jury, a second form of the instrument was developed. This second form comprised the twenty-two democratic items, the twenty-seven authoritarian items, and the eighteen laissez-faire items which had been assigned the same categorical definitions by over 80 per cent of the jury members; over 90 per cent juror agreement was revealed on fifty of these items, and over 80 per cent agreement was indicated for the other seventeen items.

The second form of the instrument was administered to a preliminary sample of 250 subjects in order to secure the data necessary for determining the validity of each item and the reliability of each scale. This preliminary sample consisted of 10 per cent of the total New Jersey state population of 2,514 superintendents, supervisors, secondary principals, and elementary principals. The number of randomly chosen superintendents, supervisors, secondary principals, and elementary principals was proportional to the total number in the population.

In order to ascertain item validity, each scale in the instrument was treated as an entity. A high or a low criterion group, each consisting of the fifty respondents who had achieved the highest and the lowest total scale scores,

respectively, were used for the evaluation of the individual items comprising the specific scale. The t score was determined for each item of each scale, and the items were then ranked according to their t scores. The obtained t scores for sixty-six of the sixty-seven items were significant at the .001 level. Those twelve items having the highest t scores for each scale were chosen for inclusion in the final form of the instrument.

In order to determine the reliability of each scale, the odd- and even-numbered items were correlated and the Pearson product moment coefficient of correlation was derived. The Spearman-Brown formula then was employed to correct the underestimation of reliability. The reliability coefficient derived for the democratic scale was .69; for the authoritarian scale, .83; for the laissez-faire scale, .74.

The part of the instrument dealing with functions of supervision comprised six categories: (1) teacher evaluation; (2) staffing; (3) leadership; (4) consultation; (5) program evaluation; and (6) curriculum development. These categories were selected as being representative of the major functions expressed in professional literature. The instrument was patterned according to the Likert attitude scale technique.

Statements concerning the functions of supervision were selected from professional literature, dating from 1935 to 1970. These statements were closely scrutinized by the

researcher, and necessary adaptations were made for implementation in this study. The initial form of the instrument consisted of thirty items randomly placed for the purpose of scrutiny and classification.

The first form of the instrument was administered to the graduate class in educational administration at Memorial University. The class scrutinized the items in order to (1) insure accurate classification of the items and (2) identify possible semantic ambiguities in the statements. The class was provided definitions of each category and requested to indicate, by checking the appropriate blank on the classification sheet provided, the appropriate category. Space was provided for comments concerning the content and semantics of each item. The class arrived at 100 per cent agreement on classifying five of the items. Ninety per cent agreement was achieved on another five of the items. There was 80 per cent agreement on six more of the items and 70 per cent agreement was expressed on another five of the items. On the remaining nine items, 60 per cent agreement was expressed.

On the basis of this scrutiny, a second form of the instrument was developed. Two major changes were made in the items. First, the items were reworded to refer directly to what supervision should be instead of what is actually being practised. Second, on the basis of recommendations from the

graduate class, the items were worded so as to be more appropriately representative of each scale.

The second form of the instrument was sent to forty-three principals in the Avalon North R.C. School District. Definitions of the categories were included and the principals were asked to (1) categorize the items according to the classification scheme by checking the appropriate blank on the sheet provided, and (2) scrutinize the items for readability and semantic ambiguities.

The three items in each scale receiving the highest percentage of agreement were accepted for the final form of the instrument. Over 90 per cent agreement was revealed on five of the items and over 80 per cent on the remaining thirteen items. The final form of the instrument, then, consisted of eighteen items--three in each scale--designated by the principals as being representative of the six functions of supervision identified for the study.

To obtain reliability coefficients, the instrument was administered to a class of undergraduate students studying Education 3410 under Dr. J. Jesse. Reliability coefficients were determined for each scale by (1) correlating the odd-even-numbered items to obtain the Pearson product moment correlation coefficient, and (2) subsequently applying the Spearman-Brown formula in order to adjust the under-estimation of reliability which occurs whenever the odd-even

technique of establishing reliability is used. The adjusted reliability coefficients were as follows:[2]

Scale	Adjusted Reliability Coefficients
Teacher Evaluation	.79
Staffing	.78
Leadership	.72
Consultation	.66
Program Evaluation	.80
Curriculum Development	.54

The format of both parts of the instrument allowed space for five different categories of response to each item: a respondent could "strongly agree," "agree," indicate "uncertainity," "disagree," or "strongly disagree." In scoring the individual response to each item, a value of five was assigned to the strongly agree response; an agree response was given a value of four; a value of three was assigned the uncertain response; a disagree response was valued as two; and a strongly disagree response was valued as one.

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[2]N.M. Downie and R.W. Heath, Basic Statistical Methods (second edition; New York: Harper & Row Publishers, 1959), pp. 217-219.

II. DATA COLLECTION

The final form of the instrument was distributed to seventy-one supervisors as listed in the Directory of School Supervisors prepared by The Supervisors Special Interest Council. It was later learned that two instruments were mailed in error since one supervisor had recently resigned her position, and one name was incorrectly listed in the Directory. The total number of supervisors was thus reduced to sixty-nine. Of this total, sixty-six or 96 per cent responded to the questionnaire. The number of generalist supervisors responding was forty-two. Of this number, four responses were invalidated for the following reasons: (1) omission of responses to individual items or ommission of data on the Personal Information Sheet, and (2) written comments qualifying the items. The total number of respondents who yielded valid data on the instrument was thirty-eight. The number and percentage of returns categorized according to the independent variables are shown in Table I.

TABLE I

RESPONSES* CATEGORIZED ACCORDING TO INDEPENDENT VARIABLES

RESPONSES	INDEPENDENT VARIABLES															
	District Size			Professional Experience			Teacher-Administrator Experience			Organizational level		Professional Preparation		Denomination		
	4000	4000-7000	7000	10 yrs.	10-15 yrs.	15 yrs.	teacher	admin.	equal	elem.	high	bachelor	master	Int.	Pent.	R.C.
Number	16	10	12	13	14	11	23	11	4	5	33	23	15	24	1	13
Per cent	42.1	26.3	31.6	34.2	36.8	29.0	60.5	29.0	10.5	13.1	86.9	60.5	39.5	63.2	2.6	34.2
Total	38			38			38			38		38		38		

*N = 38

III. DATA ANALYSIS

Statistical analysis was applied to the responses to answer the five questions defined in the statement of the problem: (1) What are the perceptions of the major functions of instructional supervision expressed by Newfoundland and Labrador school board generalist supervisors? (2) What are the perceptions of the major functions of instructional supervision when such perceptions are assessed according to six selected independent variables? (3) What are the perceptions of the styles of supervision expressed by Newfoundland and Labrador school board generalist supervisors? (4) What are the perceptions of the styles of supervision when such perceptions are assessed according to six selected independent variables? (5) What is the relationship between perceptions of the functions of supervision and styles of supervision?

With reference to question one, an analysis of variance was applied to the data to determine if significant differences existed among perceptions of the six functions.

An analysis of variance treatment was followed by a comparison of the means according to the Newman-Keuls procedure. This analysis served to determine the pattern of differences revealed by the significant F. ratio and provided a profile of the relative importance of the functions.

Product moment correlation analysis was applied to the data to determine the relationships between perceptions of functions and the six selected independent variables. Stepwise multiple regression analysis was used to determine the best predictors of the functions of supervision

It is appropriate to devote a brief discussion to this procedure and the presentation of tables to assist the reader in interpreting the results.[3] The stepwise multiple regression is a variation of multiple regression which provides a means of choosing variables which will provide as good a prediction as possible. The method constructs a prediction equation, one variable at a time. The first step is to choose the single variable which is the best predictor. The second variable brought in is the one which provides the best prediction in conjunction with the first variable. It then proceeds in stepwise fashion adding the last variable at each step until the desired number of independent variables is in the equation or until additional variables no longer make a significant addition to the prediction equation.

The summary tables comprise two parts: (1) the list of independent variables entered in the left column, and (2) the statistical summary of the prediction equation.

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[3]For a more detailed description, see Norman Nie et. al., Statistical Package for the Social Sciences (New York: McGraw-Hill Book Company, 1970), pp. 174-195.

This summary includes the multiple correlation coefficient (multiple R), the r square, the RSQ change, the simple correlation coefficient (simple r), and the F ratio. The multiple R indicates the relationship between the set of independent variables and the dependent variables while taking into account the inter-relationship among the independent variables. The r square indicates the percentage of variance in the dependent variable accounted for by the independent variable. The RSQ is the change in the r square from the previous r square. The simple r is the correlation between the independent variable and the dependent variable. The F score indicates the significance of the multiple R representing more than mere chance.

To determine significant differences in the perception of the styles of supervision, the data were treated according to an analysis of variance procedure. The analysis of variance treatment was followed by a comparison of the means according to the Newman-Keuls procedure.

Product moment correlation and stepwise multiple regression analyses were utilized to assess the perceptions of style when related to the independent variables. Stepwise multiple regression analysis was also employed to determine the relationship between perceptions of functions and of styles. For purposes of analysis and presentation, the

three styles were treated as independent variables and the functions as dependent variables.

CHAPTER IV

OUTCOMES OF THE STUDY

This chapter reveals the outcomes of the study relative to the five questions defined in Chapter I. The findings are presented in three major sections. Section one is devoted to outcomes relative to the expressed perceptions of the functions of supervision. This section includes the general findings as well as the findings when the independent variables are considered.

Section two deals with findings relative to the perceptions of styles of supervision including the general findings and findings when the perceptions are assessed according to the selected independent variables.

Section three deals with outcomes when the perceptions of functions are related to the perceptions of styles.

I. FUNCTIONS OF SUPERVISION

The responses to the total instrument scores on the functions of supervision were analyzed to (a) provide a profile of the relative importance of the six selected functions as perceived by generalist supervisors, and (b) determine the differences in the perceptions of these functions when the responses were classified according to six independent variables: (1) size of the school district--fewer than 4000

pupils, 4000-7000 pupils, and more than 7000 pupils; (2) total years of professional experience--fewer than 10 years, 10-15 years, and more than 15 years; (3) predominance of experience according to length of service as a teacher or administrator; (4) predominance of experience according to length of service at the elementary or high school level of organization; (5) professional preparation as denoted by the possession or lack of the master's degree; and (6) denomination of the school district as being either integrated or Roman Catholic.[1]

The analysis of data in this section is presented in three parts: (1) outcomes revealed by the application of an analysis of variance to the total instrument scores on the functions of supervision; (2) outcomes revealed by a comparison of the mean response to these functions according to the Newman-Keuls procedure; and (3) outcomes revealed by the application of the stepwise multiple regression technique to the total instrument scores on the perceptions of functions of supervision and the six selected independent variables.

Outcomes Revealed by the Application of Analysis of Variance to the Total Instrument Scores on Perceptions of Functions of Supervision

The analysis of variance treatment was utilized to determine the significant differences in the relative importance

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[1]Data from the one Pentecostal respondent was deleted from analysis to preserve anonymity.

of the six selected functions as perceived by school board generalist supervisors. The findings revealed by this analysis are shown in Table II. The obtained F ratio of 29.07 is sufficient at the .01 level to reject the null hypothesis that no difference exists. This finding indicates that a difference exists between the relative importance of these supervisory functions as perceived by these respondents.

TABLE II

ANALYSIS OF VARIANCE OF THE TOTAL INSTRUMENT SCORES ON THE PERCEPTION OF THE FUNCTIONS OF SUPERVISION

Source of variation	Sum of squares	Degrees of freedom	Mean square
Rows (subjects)	91.51	37	$2.47 = Sr^2$
Columns (functions)	140.99	5	$28.20 = Sc^2$
Interaction	180.11	185	$0.97 = Si^2$
Total	412.61		

$$Fc = \frac{Sc^2}{Si^2} = 29.07 \qquad p < .01$$

Outcomes Revealed by a Comparison of the Means According to the Newman-Keuls Procedure

The Newman-Keuls technique was applied to the data subsequent to finding a significant F ratio in the analysis of variance. It served to determine the pattern of preference relative to the functions of supervision.

The findings presented in Table III reveal a distinct dichotomy between the relative importance of these functions. The findings show that there is insufficient evidence to reject the null hypothesis that there is no difference between perceptions of teacher evaluation and staffing. These two functions form one extreme of the dichotomy.

Except for very marginal statistical significance, it can be concluded that there is no difference between the relative importance of leadership, consultation, and curriculum development. The marginal difference exists between leadership and consultation. The difference is barely sufficient (at the .05 level) to reject the null hypothesis.

The responses to program evaluation also merit some concern. The findings show that the mean response to program evaluation is significantly greater than the mean of teacher evaluation and staffing, but significantly less than the means for leadership, consultation, and curriculum development. The differences which proved to be significant at the .05 level are indicated by asterisks at the bottom of Table III.

TABLE III

MEANS OF SIX FUNCTIONS COMPARED FOLLOWING THE NEWMAN-KEULS PROCEDURE

Functions....		denoted by "F"[a]					
		F1	F2	F5	F4	F6	F3
Ordered means		3.51	3.55	4.23	4.37	4.54	4.67
		F1	F2	F5	F4	F6	F3
Differences between pairs	F1	-	0.04	0.72	0.86	1.03	1.16
	F2		-	0.68	0.82	0.99	1.12
	F5			-	0.14	0.31	0.44
	F4				-	0.17	0.30
	F6					-	0.13
	F3						-

$S_{\bar{f}} = .09$

df = 185

Truncated range r	2	3	4	5	6
$q_{.95}$ (r, 185)	2.77	3.31	3.63	3.86	4.03
$S_{\bar{f}} q_{.95}$ (r, 185)	0.25	0.30	0.33	0.35	0.36

Matrix showing significant differences between pairs of means*

	F1	F2	F5	F4	F6	F3
F1			*	*	*	*
F2			*	*	*	*
F5					*	*
F4						*
F6						
F3						

* an asterisk indicates a significant difference at the .05 level.

[a]F1, teacher evaluation; F2, staffing; F3, leadership; F4, consultation; F5, program evaluation; F6, curriculum development.

Outcomes Revealed by the Application of Stepwise Multiple Regression Analysis to the Total Instrument Scores on the Perceptions of Functions of Supervision and the Selected Independent Variables

The stepwise multiple regression analysis was applied to the responses to determine differences in perceptions of the major functions when such perceptions were assessed according to the six independent variables selected and defined in this study: (1) size of school district--fewer than 4000 pupils, 4000-7000 pupils, and more than 7000 pupils; (2) total years of professional experience in the field of education--fewer than 10 years, 10-15 years, more than 15 years; (3) predominance of experience according to length of service as a teacher or administrator; (4) predominance of experience according to length of service at the elementary or high school level of organization; (5) professional preparation as denoted by the possession or lack of the master's degree; and (6) denomination of the school district as being either integrated or Roman Catholic.

Variable one: The teacher evaluation function. The findings relative to the perception of teacher evaluation and the selected independent variables are presented in Table IV.

The table shows that the greatest single predictor of teacher evaluation is denomination. Denomination, district size, and professional experience combine to account for 29 per cent of the variance in the dependent variable.

TABLE IV

STEPWISE MULTIPLE REGRESSION BETWEEN THE TEACHER EVALUATION FUNCTION AND THE INDEPENDENT VARIABLES

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Denomination	0.35	0.12	0.12	0.35	4.80**
District size	0.42	0.17	0.05	-0.34	3.60**
Professional experience	0.54	0.29	0.12	0.19	4.43**
Organizational level	0.55	0.30	0.01	-0.05	3.39**
Teacher-administrator experience	0.55	0.30	0.001	-0.02	2.64**

**$p < .05$

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

The correlation coefficient of 0.35 is sufficient at the .05 level of significance to reject the null hypothesis that no relationship exists between denomination and teacher evaluation. It can be concluded from this finding that generalist supervisors working with Roman Catholic school boards are more committed to teacher evaluation than supervisors in integrated school districts. For programming the computer, the (dummy) value of 0 was assigned to the Integrated Board Supervisors' responses, and the (dummy) value of 1 was assigned to the Roman Catholic Board Supervisors.

The correlation coefficient of -0.34 is also sufficient to reject the null hypothesis that no relationship exists between district size and teacher evaluation. This finding implies that supervisors in large school districts in Newfoundland and Labrador consider teacher evaluation to be less important than do supervisors in smaller school districts. However, since district size, in itself, is not a predictor of teacher evaluation, it is obvious that the variables explaining this relationship have not been identified. It might well be, for instance, that the organizational structure with reference to teacher evaluation varies with the size of the district.

Variable two: The staffing function. The findings revealed by the stepwise regression analysis relative to the perceptions of the staffing function and the six independent variables are presented in Table V. The F ratios for the multiple correlation coefficient, ranging from 1.28 to 0.38, are shown to be insignificant at the .05 level. The null

hypotheses are accepted, and it is concluded that no significant relationship exists between perceptions of the staffing function and any of the independent variables.

TABLE V

STEPWISE MULTIPLE REGRESSION BETWEEN THE STAFFING FUNCTION AND INDEPENDENT VARIABLES

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Professional preparation	0.19	0.04	0.04	0.19	1.28
Teacher-administrator experience	0.23	0.05	0.02	0.13	0.99
Denomination	0.25	0.06	0.01	-0.09	0.72
Professional experience	0.26	0.07	0.01	0.02	0.58
Organizational level	0.27	0.07	0.00	0.06	0.47
District size	0.27	0.07	0.00	0.10	0.38

NOTE: F ratios indicate no significant findings.

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variables.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

Variable three: The leadership function. Table VI presents the findings revealed by the stepwise multiple regression analysis applied to perceptions of the leadership function relative to the six independent variables. According to this analysis, there are no grounds on which to reject the null hypotheses.

The findings revealed by the Pearson correlation analysis, however, show a correlation coefficient of -.30 between teacher-administrator experience and perceptions of leadership (Table XXI, p. 103). According to the t test, this coefficient is significantly greater than zero at the .02 level. It can be concluded, then, that there is at least a marginal negative relationship between this type of experience and commitment to the leadership function.

Variable four: The consultation function. The findings shown in Table VII indicate that there is no significant relationship between any of the independent variables and perceptions of the consultation function. None of the correlation coefficients differ significantly from zero. No one of the variables explains more than 6 per cent of the variance; and taken in total, they explain only 14 per cent. The relatively best predictor of preference for the consultation function is the professional preparation with a simple correlation coefficient of 0.24, but this is insufficient to conclude that any real relationship exists.

TABLE VI

STEPWISE MULTIPLE REGRESSION BETWEEN THE LEADERSHIP FUNCTION AND INDEPENDENT VARIABLES

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Teacher-administrator experience	0.28	0.08	0.08	-0.28	2.93
Denomination	0.38	0.15	0.07	-0.24	2.89
Professional preparation	0.43	0.18	0.03	0.19	2.48
Organizational level	0.48	0.23	0.05	0.19	2.43
Professional experience	0.49	0.24	0.01	0.10	1.95

NOTE: F ratios indicate no significant findings.

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

TABLE VII

STEPWISE MULTIPLE REGRESSION BETWEEN THE CONSULTATION FUNCTION AND INDEPENDENT VARIABLES

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Professional preparation	0.24	0.06	0.06	0.24	2.16
Denomination	0.30	0.09	0.03	-0.16	1.64
Teacher-administrator experience	0.35	0.12	0.03	-0.17	1.49
Professional experience	0.35	0.13	0.01	0.18	1.15
Organizational level	0.37	0.14	0.01	0.04	0.97

NOTE: F ratios indicate no significant findings.

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

Variable five: The program evaluation function. The multiple regression analysis presented in Table VIII shows no significant relationship between program evaluation and the selected variables.

TABLE VIII

STEPWISE MULTIPLE REGRESSION BETWEEN THE PROGRAM EVALUATION FUNCTION AND THE INDEPENDENT VARIABLES

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Professional preparation	0.27	0.07	0.07	0.27	2.72
Organizational level	0.31	0.10	0.03	0.13	1.86
Professional experience	0.38	0.14	0.04	0.24	1.80
Teacher-administrator experience	0.39	0.15	0.01	-0.11	1.45
District size	0.40	0.16	0.00	0.23	1.16

NOTE: F ratios indicate no significant findings.

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

The findings of the Pearson correlation analysis presented in Table XX show a coefficient of 0.28 between professional preparation and program evaluation. This coefficient is found to be significantly greater than zero at the .05 level. On the basis of this, it can be concluded that there is a strong tendency for supervisors with a master's degree to perceive program evaluation to be more important to instructional supervision than do supervisors without the master's degree.

Variable six: The curriculum development function. Findings presented in Table IX show no significant findings. The computed multiple correlation coefficients are insufficient to make predictions. No one variable accounts for more than 2 per cent of the variance, and the total variance explained is 7 per cent.

TABLE IX

STEPWISE MULTIPLE REGRESSION BETWEEN THE CURRICULUM DEVELOPMENT FUNCTION AND THE INDEPENDENT VARIABLES

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Organizational level	0.16	0.02	0.02	0.16	0.86
Teacher-administrator experience	0.19	0.04	0.02	-0.11	0.67
Denomination	0.23	0.05	0.01	-0.12	0.62
Professional preparation	0.25	0.06	0.01	-0.11	0.53
Professional experience	0.26	0.07	0.01	0.00	0.46

NOTE: F ratios indicate no significant findings.

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

II. STYLES OF SUPERVISION

The analysis of data in this section is presented in three parts: (1) outcomes revealed by the application of an analysis of variance to the total instrument scores on the styles of supervision; (2) outcomes revealed by a comparison of the means according to the Newman-Keuls procedure; and (3) outcomes revealed by the application of the stepwise multiple regression technique to the total instrument scores on perceptions of styles of supervision and the six selected independent variables.

Outcomes Revealed by the Application of Analysis of Variance to the Total Instrument Scores on Perceptions of Styles of Supervision

The data were subjected to an analysis of variance in order to determine significant differences in the perceptions of styles of supervision held by board supervisors when the responses were assessed according to the six independent variables. The findings are presented in Table X. The F ratio of 437.67 is sufficient at the .01 level of significance to reject the null hypothesis that no differences exist between the expressed perceptions of supervisory styles.

TABLE X

ANALYSIS OF VARIANCE OF THE TOTAL INSTRUMENT SCORES ON THE PERCEPTION OF STYLES OF SUPERVISION

Source of variation	Sum of squares	Degrees of freedom	Mean square
Rows (subjects)	61.58	37	$1.66 = Sr^2$
Columns (styles)	1820.81	2	$910.40 = Sc^2$
Interaction	153.84	74	$2.08 = Si^2$
Total	2036.23		

$$Fc = \frac{Sc^2}{Si^2} = 437.69 \qquad p < .01$$

Outcomes Revealed by Comparison of the Means According to the Newman-Keuls Procedure

The Newman-Keuls procedure was applied to the means to determine the degree and pattern of differences revealed by the analysis of variance.

The findings shown in Table XI indicate a strong preference for the democratic style of supervision. The statistical significance of the difference between the authoritarian and laissez-faire scale, nevertheless, is marginal. The observed difference of 2.28 barely reaches the critical value for a .05-level test. The differences which

TABLE XI

MEANS OF THREE STYLES COMPARED FOLLOWING THE NEWMAN-KEULS PROCED"RE

Supervisory styles ... denoted by "S" (S1, democratic style; S2, authoritarian style; S3, laissez-faire style)

	S2	S3	S1
Ordered means	1.80	2.11	4.39

		S2	S3	S1
Differences	S2	-	0.32	2.59
between	S3		-	2.28
pairs	S1			-

$S\bar{s}$ = .67

df = 74

Truncated range r	2	3
$g_{.95}$ (r, 74)	2.83	3.40
$S\bar{s}\ q_{.95}$ (r, 74)	1.90	2.28

Matrix showing significant differences between pairs of means*

	S2	S3	S1
S2			*
S3			*
S1			

* an asterisk indicates a significant difference at the .05 level.

are significant at the .05 level are indicated by asterisks at the bottom of Table XI.

It cannot be concluded, however, that supervisors perceive the laissez-faire style with any sense of strong commitment since the mean response is 2.11. This score, when related to the Likert scale of values, indicates a tendency for disagreement with this philosophy of instructional supervision.

Outcomes Revealed by the Application of Stepwise Multiple Regression Technique to the Total Instrument Scores on the Perceptions of Styles of Supervision and the Selected Independent Variables

The stepwise multiple regression analysis was applied to the data to determine the difference in perceptions of the styles of supervision according to the six independent variables selected for investigation: (1) size of the school district--fewer than 4000 pupils, 4000-7000 pupils, and more than 7000 pupils; (2) total years of professional experience in the field of education--fewer than 10 years, 10-15 years, and more than 15 years; (3) predominance of experience according to length of service as a teacher or administrator; (4) predominance of experience according to length of service at the elementary or high school level of organization; (5) professional preparation as denoted by the possession

or lack of the master's degree; and (6) denomination of the school district as being either integrated or Roman Catholic

Variable one: the democratic scale. In the statistical treatment of the democratic scores, the six null hypotheses were tested and accepted. The stepwise multiple regression analysis showed no significant relationship between the six independent variables and the perceptions of the democratic scale. The total variance explained is 6 per cent, and no single variable accounts for more than 2 per cent. The F ratios are insufficient to provide a basis for prediction. The findings are presented in Table XII.

Variable two: the authoritarian scale. When the six null hypotheses relative to the authoritarian scale were tested, two were rejected and four were accepted. The correlation coefficient of -0.33 is significant at the .05 level to reject the null hypothesis and conclude that there is a negative relationship between professional preparation and scores on the authoritarian scale. Supervisors with a master's degree are less likely to prefer the authoritarian style of supervision than are those supervisors not holding a master's degree.

The correlation coefficient of -0.28 is also sufficient to reject the null hypothesis (Table XIII). It can be concluded

TABLE XII

STEPWISE MULTIPLE REGRESSION BETWEEN THE DEMOCRATIC STYLE AND THE INDEPENDENT VARIABLES

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Professional preparation	0.13	0.02	0.02	0.13	0.61
Professional experience	0.20	0.04	0.02	-0.08	0.68
Organizational level	0.22	0.05	0.01	0.11	0.55
District size	0.23	0.06	0.01	-0.05	0.47
Denomination	0.24	0.06	0.00	0.01	0.38
Teacher-administrator experience	0.24	0.06	0.00	-0.04	0.31

NOTE: F ratios indicate no significant findings.

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

TABLE XIII

STEPWISE MULTIPLE REGRESSION BETWEEN THE AUTHORITARIAN STYLE AND THE INDEPENDENT VARIABLES

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Professional preparation	0.33	0.11	0.11	-0.33	4.23**
Organizational level	0.45	0.20	0.09	-0.26	4.28**
Professional experience	0.50	0.24	0.04	-0.23	3.51**
Teacher-administrator experience	0.50	0.25	0.01	0.09	2.68**
Denomination	0.51	0.26	0.01	0.08	2.14
District size	0.51	0.26	0.00	-0.28	1.74

**$p < .05$

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

that supervisors in larger school districts have less preference for the authoritarian style of supervision than have supervisors in smaller school districts.

No significant relationships were found between organizational level, professional experience, teacher-administrator experience, and denomination and the authoritarian scale.

The F ratios relative to professional preparation, organizational level, professional experience, and teacher-administrator experience and the scores on the authoritarian scale provide sufficient basis for prediction. The multiple R is 0.50 and differs significantly from zero at the .05 level. Combined, these variables account for 25 per cent of the variance in the dependent variable. These findings are presented in Table XIII.

Variable three: the laissez-faire scale. When perceptions of the laissez-faire scale were related to the independent variable, five of the null hypothesis were accepted. The only significant relationship was found between denomination and the dependent variable. The correlation coefficient of -0.32 indicates that Roman Catholics have less commitment to laissez-faire supervision than do Integrated Board Supervisors.

As Table XIV indicates, the only significant F ratio is with the denomination variable. This is the only one of the six variables from which a prediction can be made.

TABLE XIV

STEPWISE MULTIPLE REGRESSION BETWEEN THE LAISSEZ-FAIRE STYLE AND THE INDEPENDENT VARIABLES

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Denomination	0.32	0.10	0.10	-0.32	4.10**
Teacher-administrator experience	0.36	0.13	0.03	-0.12	2.46
Professional preparation	0.37	0.14	0.01	-0.13	1.80
Organizational level	0.39	0.15	0.01	-0.07	1.42
District size	0.40	0.16	0.01	0.16	1.17

**$p < .05$

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

III. THE SUPERVISORY PROCESS: A SYNTHESIS OF PERCEPTIONS RELATIVE TO FUNCTIONS AND STYLES

Stepwise multiple regression analysis was applied to the total instrument scores to assess the relationship between supervisors' perceptions of functions and of styles. This analysis served to synthesize the findings of the study and provide a theoretical foundation of instructional supervision defined in terms of its major functions and styles.

For the purpose of analysis and presentation in this section, the functions are considered the dependent variables and styles the independent variables.

Variable One: The Teacher Evaluation Function

When scores on the teacher evaluation function were related to the three styles, only one of the null hypotheses was rejected. A significant negative relationship was found between the laissez-faire scale and teacher evaluation. The correlation coefficient of -0.36 indicates that those supervisors who prefer the laissez-faire style are less likely to note teacher evaluation as an essential function of instructional supervision.

TABLE XV

STEPWISE MULTIPLE REGRESSION BETWEEN TEACHER EVALUATION FUNCTION AND STYLES OF SUPERVISION

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple R	F
Laissez-faire	0.36	0.13	0.13	-0.36	5.28**
Authoritarian	0.49	0.24	0.11	0.13	5.49*
Democratic	0.50	0.25	0.01	-0.14	3.69**

*$p < .01$ **$p < .05$

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

The laissez-faire and authoritarian scales are the best predictors of teacher evaluation combining to explain 24 per cent of the variance. The multiple correlation coefficient of 0.49 is sufficient, at the .01 level, to reject the null hypotheses that no significant relationship exists between these two variables and teacher evaluation.

Variable Two: The Staffing Function

When responses to the staffing function were related to the responses to the three style scales, one null hypothesis was rejected. The correlation coefficient of 0.33 is sufficient to reject the null hypothesis and indicate a positive relationship between the democratic scale and the staffing function. The findings are shown in Table XVI.

TABLE XVI

STEPWISE MULTIPLE REGRESSION BETWEEN THE STAFFING FUNCTION AND STYLES OF SUPERVISION

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Democratic	0.33	0.11	0.11	0.33	4.51**
Laissez-faire	0.36	0.13	0.02	-0.22	2.62

**$p < .05$

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

Variable Three: The Leadership Function

The findings revealed by the multiple regression analysis, Table XVII, provide a basis for the rejection of two of the three null hypotheses. The correlation coefficient of 0.52 found between the democratic scale and the leadership category is sufficient at the .001 level to reject the null hypothesis that there is no relationship between these two variables.

The democratic scale is also a good predictor of the leadership function explaining 27 per cent of the total variance in the dependent variable.

The second null hypothesis to be rejected was that there is no significant relationship between the authoritarian scale and the leadership function. The correlation coefficient of -0.44 shows a strong negative relationship between the authoritarian scale and the leadership category.

No significant relationship was obtained between the laissez-faire scale and the leadership function.

Variable Four: The Consultation Function

The findings revealed by the application of stepwise multiple regression analysis to scores on the consultation category and the three styles are shown in Table XVIII. Two of the three null hypotheses were rejected. A significant positive relationship was found between the

TABLE XVII

STEPWISE MULTIPLE REGRESSION BETWEEN THE LEADERSHIP FUNCTION AND STYLES OF SUPERVISION

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Democratic	0.52	0.27	0.27	0.52	13.17*
Authoritarian	0.55	0.30	0.03	-0.44	7.62*
Laissez-faire	0.56	0.31	0.01	-0.15	5.06*

*$p < .01$

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

democratic scale and the consultation function. The democratic scale is the best predictor of consultation, accounting for 32 per cent of the variance within the consultation category.

TABLE XVIII

STEPWISE MULTIPLE REGRESSION BETWEEN THE CONSULTATION FUNCTION AND STYLES OF SUPERVISION

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Democratic	0.57	0.32	0.32	0.57	17.00*
Authoritarian	0.57	0.33	0.01	-0.37	8.45*
Laissez-faire	0.57	0.33	0.00	-0.13	5.56*

*$p < .01$

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

The second hypothesis to be rejected was that there is no significant relationship between the score on the authoritarian scale and the consultation function. The correlation coefficient of -0.37 is sufficient to reject the null hypothesis and conclude that those supervisors who favor the authoritarian style of supervision are less inclined to perceive consultation as an essential function of instructional supervision.

Variable Five: The Program Evaluation Function

When the responses to the three scales measuring perceptions of the supervisory styles were related to the responses to program evaluation, the three null hypotheses were rejected. The correlation coefficient of -0.57 is significant at the .01 level to reject the null hypothesis that no relationship exists. It can be concluded that there is a significant negative relationship between the authoritarian scale and preference for program evaluation as a function of supervision.

The authoritarian scale is also the best single predictor of program evaluation. It accounts for 33 per cent of the variance in the program evaluation category.

TABLE XIX

STEPWISE MULTIPLE REGRESSION BETWEEN THE PROGRAM EVALUATION FUNCTION AND STYLES OF SUPERVISION

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Authoritarian	0.57	0.33	0.33	-0.57	17.45*
Democratic	0.64	0.41	0.08	0.55	12.12*
Laissez-faire	0.64	0.41	0.00	-0.31	7.92*

*$p < .01$

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

From the findings presented in Table XIX, it can also be concluded that there is a significant positive relationship between the democratic scale and program evaluation. According to the findings presented in Table XIX, the correlation coefficient of 0.55 is significantly greater than zero at the .001 level. Implicit in this finding is that the more one is committed to the democratic philosophy of supervision, the more he will perceive program evaluation as an essential function of supervision.

The hypothesis that no relationship exists between the laissez-faire scale and program evaluation was also rejected. The findings presented in Table XX show a correlation coefficient of -0.31 which differs significantly from zero at the .03 level. In spite of this, however, the multiple regression analysis shows that it is very insignificant to the regression equation, accounting for less than 1 per cent of the variance in the program evaluation category after the authoritarian and democratic scales have been entered into the equation.

Variable Six: The Curriculum Development Function

Three null hypotheses relative to the curriculum development function and the three style scales were tested and rejected. The single best predictor of curriculum development is the democratic scale. The multiple regression

TABLE XX

STEPWISE MULTIPLE REGRESSION BETWEEN THE CURRICULUM DEVELOPMENT FUNCTION AND STYLES OF SUPERVISION

Independent variables	Statistical summary[a]				
	Multiple R	r square	RSQ change	Simple r	F
Democratic	0.54	0.29	0.29	0.54	14.63*
Laissez-faire	0.55	0.31	0.02	-0.27	7.74*
Authoritarian	0.56	0.31	0.00	-0.30	5.06*

*$p < .01$

[a]Multiple R indicates the relationship between the set of independent variables and the dependent variable.

r square indicates the percentage of variance accounted for in the dependent variable by the independent variable.

RSQ indicates the change in r square from the previous r square.

Simple r indicates the correlation between the independent variable and the dependent variable.

F score indicates the significance of the multiple R coefficient.

TABLE XXI

CORRELATION MATRIX OF FIFTEEN VARIABLES

VARIABLES	Teacher Evaluation	Staffing	Leadership	Consultation	Program Evaluation	Curriculum Development	District Size	Professional Experience	Teacher-Administrator Experience	Organizational Level	Professional Preparation	Denomination	Democratic Scale	Authoritarian Scale	Laissez-faire Scale
Teacher Evaluation	1.00	.09 (.29)*	.16 (.17)	-.10 (.27)	-.09 (.29)	.04 (.40)	-.34 (.02)	.19 (.12)	.02 (.46)	-.04 (.40)	-.01 (.48)	.35 (.02)	-.14 (.21)	.13 (.23)	-.36 (.01)
Staffing		1.00	.40 (.01)	.39 (.01)	.25 (.07)	.31 (.03)	.09 (.29)	.01 (.47)	.02 (.45)	.04 (.42)	.22 (.10)	-.09 (.31)	.33 (.02)	-.23 (.08)	-.22 (.09)
Leadership			1.00	.49 (.001)	.40 (.01)	.60 (.001)	.22 (.10)	.10 (.28)	-.30 (.03)	.18 (.14)	.21 (.10)	-.24 (.08)	.52 (.001)	-.44 (.003)	-.15 (.19)
Consultation				1.00	.53 (.001)	.61 (.001)	.20 (.12)	.17 (.15)	-.21 (.11)	.03 (.42)	.26 (.06)	-.16 (.17)	.57 (.001)	-.37 (.01)	-.13 (.23)
Program Evaluation					1.00	.47 (.001)	.23 (.08)	.24 (.07)	-.12 (.23)	.12 (.24)	.28 (.05)	-.04 (.41)	.55 (.001)	-.57 (.001)	-.31 (.03)
Curriculum Development						1.00	.04 (.41)	-.01 (.49)	-.18 (.13)	.14 (.21)	-.08 (.32)	-.12 (.24)	.54 (.001)	-.30 (.03)	-.27 (.05)
District Size							1.00	.39 (.01)	-.05 (.39)	.04 (.40)	.36 (.04)	-.37 (.01)	-.05 (.38)	-.28 (.05)	.16 (.17)
Professional Experience								1.00	.02 (.45)	-.31 (.03)	.40 (.01)	-.06 (.36)	-.08 (.31)	-.23 (.09)	.03 (.42)
Teacher-Administrator Experience									1.00	.06 (.37)	-.08 (.32)	-.09 (.31)	-.07 (.32)	.11 (.26)	-.09 (.29)
Organizational Level										1.00	-.14 (.20)	-.04 (.41)	.11 (.26)	-.25 (.06)	-.07 (.34)
Professional Preparation											1.00	.04 (.40)	.14 (.19)	-.34 (.02)	-.13 (.21)
Denomination												1.00	.01 (.49)	.08 (.31)	-.32 (.03)
Democratic Scale													1.00	-.55 (.001)	-.26 (.05)
Authoritarian Scale														1.00	.47 (.001)
Laissez-faire Scale															1.00

* Bracket, ( ), indicates significance level.

analysis presented in Table XX reveals a correlation coefficient of 0.54 and shows that the democratic scale accounts for 29 per cent of the variance in the curriculum development category.

The correlation coefficient of -0.27 also indicates a significant negative relationship between the laissez-faire scale and the curriculum development category. This variable, however, accounts for only 2 per cent of the variance when added to the equation.

The third null hypothesis rejected was that there is no relationship between the authoritarian scale and the curriculum development function. The correlation coefficient of -0.30 is significant at the .03 level to conclude that a negative relationship exists between these variables. When added to the regression equation, the authoritarian scale accounts for less than 1 per cent of the variance and is, therefore, a poor predictor of the curriculum development function.

IV. SUMMARY

This chapter has presented the findings relative to the five questions posed for investigation in the study. The analysis of data revealed several major findings.

The analysis of variance and the subsequent means test, when applied to the supervisors' responses to Part I

of the instrument, indicated a strong preference for the leadership, consultation, and curriculum development functions. Somewhat less emphasis was placed on the program evaluation function. The responses to the teacher evaluation function suggest that supervisors tend to be uncertain as to its relevancy to the supervisory program.

When the responses to the six functions were assessed according to the independent variables, very few significant findings were revealed. The stepwise multiple regression analysis indicated that the best predictors of teacher evaluation function were denomination, district size, and length of professional experience. These variables accounted for 29 per cent of the variance and combined to give a multiple correlation coefficient of 0.54, which is statistically significant at the .05 level. When the other variables were added to the regression equation, the differences made were insufficient to conclude that a significant relationship existed.

The Pearson product moment correlation analysis revealed a significant statistical relationship between teacher-administrator experience and scores on the leadership category. The findings showed that those supervisors whose experience was mainly in administration placed less value on the leadership function than did supervisors whose experience was mainly in teaching. However, since only 8 per cent of

the variance was explained, it is suggested that this relationship is limited.

No other significant relationships pertinent to the six functions were identified. This may be explained by sampling error, errors in measurement, or selection of inappropriate variables.

The analysis of responses to the three scales measuring perceptions of supervisory styles revealed a strong commitment to the democratic philosophy of supervision. Supervisors indicated an extreme aversion to the authoritarian philosophy. The means test also showed that supervisors disagree with the laissez-faire style. However, when the scores on the laissez-faire scale were compared with the scores on the democratic scale, only marginal statistical difference was found.

When the stepwise multiple regression analysis was applied to the data to assess perceptions when classified according to the independent variables, few significant findings were indicated. None of the variables were found to be related to the perceptions of the democratic scale. The only significant correlation coefficients for the authoritarian scale were recorded by professional preparation and district size. Professional preparation accounted for 11 per cent of the variance while district size accounted for less than 1 per cent. Of the six variables selected, the

three best predictors of the authoritarian philosophy were professional preparation, organizational level, and professional experience. They combined to account for 24 per cent of the variance and showed a significant multiple correlation coefficient.

Denomination was found to be the single best predictor of the laissez-faire scale. The correlation coefficient of -0.32 indicates that the Integrated Board supervisors were more disposed to laissez-faire supervision than were Roman Catholic supervisors.

Stepwise multiple regression analysis was applied to the total responses to determine the relationship between perceptions of functions and of styles. Significant positive relationships were revealed when the democratic scale was related to staffing, leadership, consultation, program evaluation, and curriculum development. Consistent with these findings, significant negative relationships were found between these variables (except staffing) and the authoritarian scale. (Table XXI shows a negative relationship between the democratic and authoritarian scales.) It is, however, interesting to note that no positive relationships were found when the scores on the authoritarian scale were related to teacher evaluation and staffing.

Laissez-faire scores were found to be negatively related to teacher evaluation, program evaluation, and curriculum development.

In conclusion, the outcomes revealed in this chapter focus on the two dimensions of supervision--functions and styles--and provide insight for the development of a more effective supervisory program for our public schools.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The purpose of this chapter is to present a summary of the problem investigated, the methodology and procedure used for the investigation, and the findings revealed by an analysis of the data. The general conclusions, derived from evaluation of the findings of this study, are presented as they relate to the major questions defined in the statement of the problem. Finally, implications of the study are discussed with particular reference to instructional supervision in the province of Newfoundland and Labrador.

I. SUMMARY

The Problem and Procedure of the Study

The problem. This inquiry investigated the conceptual bases of supervision through an exploration of the perceptions of the major functions and styles of supervision expressed by Newfoundland and Labrador school board generalist supervisors. It answered the following questions: (1) What are the perceptions of the major functions of instructional supervision expressed by generalist supervisors? (2) What are the perceptions of the major functions of supervision when such perceptions are assessed according to six independent variables: size of the school district; total years of

professional experience in the field of education; predominance of experience according to length of service at the elementary or high school level of school organization; predominance of experience according to length of service in teaching or administration; the level of professional preparation as denoted by the possession or lack of the master's degree; and denomination of the educational district? (3) What are the perceptions of supervisory styles expressed by generalist supervisors? (4) What are the perceptions of supervisory styles when such perceptions are assessed according to the same six independent variables stated in question two? (5) What is the relationship between expressed perceptions of functions and perceptions of styles?

Instrumentation and procedure. A two-dimensional instrument was used to investigate the problem defined in this study. Perceptions of supervisory styles were obtained from Part I of the instrument developed by Cleminson. This instrument comprised a democratic scale, an authoritarian scale, and a laissez-faire scale. Each scale consisted of twelve items randomly assigned to the instrument. It was patterned according to the Likert technique for measuring attitudes. This technique made possible five categories of response to each item: "strongly agree," "agree," "uncertain," "disagree," or "strongly disagree." These responses were assigned numerical values for purposes of analysis.

Part II of the instrument, constructed to measure perceptions of the major functions of supervision, was developed by the researcher. It comprised six scales in accordance with the six functions selected for investigation: teacher evaluation, staffing, leadership, consultation, program evaluation, and curriculum development.

The initial form of Part II consisted of thirty statements selected from professional literature reflecting the major functions of supervision. These statements were carefully scrutinized, and necessary adaptations were made to serve the purpose of the present inquiry. This preliminary draft was presented to the graduate class in educational administration at Memorial University for further scrutinization and item classification.

This first administration resulted in (1) rewording of the items to refer to what supervision should be instead of what is being done in the field, and (2) rewording of the items to represent more appropriately the six scales in the instrument.

This revised draft of the instrument, along with Part I, was distributed to forty-three principals in the St. John's area to further determine item validity and readability. The three items receiving the highest percentage of agreement were selected for inclusion in the final form of the instrument.

Reliability coefficients were obtained from data provided by a class of undergraduate students studying Education 3410 (Comparative Educational Administration) under Dr. J. Jesse. Reliability coefficients, calculated according to the Pearson product moment technique and adjusted through the application of the Spearman-Brown formula, resulted as follows: teacher evaluation scale, .79; staffing scale, .78; leadership scale, .72; consultation scale, .66; program evaluation scale, .80; and curriculum development scale, .54.

The final form of the instrument was administered to all board supervisors in Newfoundland and Labrador. Names and addresses were obtained from the list prepared by the Supervisors Special Interest Council. Of the total possible respondents, sixty-six, or 96 per cent, responded to the questionnaire. Forty-two of these identified themselves as generalists. Four of the responses were invalidated for the following reasons: (1) omission of responses to individual items on the Personal Information Sheet, and (2) written comments qualifying the items. The total number of valid responses furnished for analysis was thirty-eight.

Data obtained from these respondents were analyzed in accordance with the five questions defined in Chapter I. The general pattern of responses to the items measuring perceptions of functions and styles was determined by the application of analysis of variance followed by a comparison of the means.

Product moment correlations were used to determine the relationships between these two scales and the six independent variables. Stepwise multiple regression analysis was applied to determine the best predictors of the functions and styles. The relationships between expressed perceptions of functions and of styles were also determined by multiple regression analysis. This procedure served to synthesize the perceptions of both dimensions of supervision into a unified whole.

Summary of Findings

Functions of supervision. Analyses of the data on perceptions of functions of supervision revealed that, of the six functions selected for investigation, Newfoundland and Labrador generalist supervisors rated leadership, consultation, and curriculum development as most important to the improvement of instruction. Supervisors were also found to agree with the program evaluation function, but with some reservation. Least importancewas attributed to the teacher evaluation and staffing functions of supervisors. Findings relative to teacher evaluation and staffing, however, are not clear since the obtained mean responses (3.51 and 3.55 on the 5 point scale) are open to a variety of interpretations. For instance, this finding might suggest that supervisors question the relevancy and importance of these functions to supervision. Another interpretation might be that supervisors have not

yet developed a genuine philosophy of instructional supervision, and thus are noncommittal with respect to these functions.

When perceptions of the respondents were assessed according to the six independent variables, the following findings were revealed:

1. Supervisors in larger school districts were less inclined to agree with teacher evaluation functions than were supervisors in small school districts.
2. Supervisors in Roman Catholic districts were more in agreement with teacher evaluation than were supervisors in Integrated districts.
3. Supervisors with predominant teaching experience expressed greater agreement with the leadership function than did supervisors with predominant administrative experience.
4. Supervisors possessing the master's degree expressed stronger agreement with program evaluation than did supervisors who lacked the master's degree.

Styles of supervision. The analysis of responses to the three scales measuring perceptions of styles of supervision indicated that generalist supervisors were strongly committed to the democratic philosophy of supervision and showed strong aversion to the authoritarian and laissez-faire styles of supervision. The mean response of 2.11 (on a

5 point scale) indicated the respondents' disagreement with laissez-faire supervision. However, when the laissez-faire scale was compared with the democratic scale the difference was marginal.

When perceptions of styles of supervision were assessed according to the six independent variables, the following findings appeared:

1. Supervisors in small school districts expressed a stronger commitment to the authoritarian philosophy of supervision than did supervisors in larger school districts.
2. Supervisors in the integrated school districts were more inclined to agree with laissez-faire supervision than were supervisors in Roman Catholic districts.
3. Supervisors with a master's degree were less committed to authoritarian supervision than were supervisors who lacked the master's degree.

Supervisory functions and leadership styles combined. When perceptions of functions were related to perceptions of styles, the following findings were revealed:

1. Supervisors who were committed to democratic supervision rated leadership, consultation, curriculum development, and staffing (to a lesser degree) as essential to instructional supervision.

2. Supervisors committed to authoritarian supervision were in disagreement with the leadership, consultation, curriculum development, and program evaluation (to a lesser degree) functions of supervision.
3. Supervisors committed to laissez-faire supervision tended to disagree with teacher evaluation, program evaluation, and curriculum development as important functions of supervision.

II. CONCLUSIONS

In this section, the broad conclusions, based on findings derived from statistical analyses, are presented as they relate to the five questions posed for investigation.

1. The findings of this study concur with studies reviewed in Chapter II specifying the need for democratic supervision. The responses of the supervisors involved in this inquiry suggest that an effective supervisory program is based on democratic principles, utilizing creativity and leadership at all levels and relying on cooperation and participation, rather than on imposed authority, in order to achieve its goals.
2. With reference to organization of a supervisory program, it is suggested that the position of

supervisor be a staff assignment, with the supervisor functioning in a coordinative and advisory capacity. The emphasis on leadership, consultation, and curriculum development (as opposed to teacher evaluation and staffing) suggests that supervision is primarily concerned with the leadership and consultation functions in the improvement of instruction. Implicit in this finding is that supervisors are sensitive to the conceptual distinction between supervision and administration.

3. Findings revealed when the institutional and personal variables were related to perceptions of supervision provide bases for several conclusions:
   (i) District size is negatively related to perceptions of teacher evaluation, and commitment to the authoritarian philosophy of supervision. It is not significantly related to any of the other variables studied.
   (ii) Total years of professional experience is not significantly related to any of the variables studied.
   (iii) Predominance of experience in administration or teaching is a significant variable in the perception of supervision: predominant

teaching experience is associated with greater agreement with the leadership function.

(iv) Predominance of experience at the elementary or high school levels of school organization is not a significant factor in the perception of supervision.

(v) Professional preparation is positively related to perceptions of program evaluation and negatively related to commitment to authoritarian supervision.

(vi) Denomination of the educational district is significantly related to supervisors' perception of supervision: Roman Catholic supervisors place higher value on teacher evaluation but have less commitment to the laissez-faire philosophy of supervision than do supervisors in the integrated school districts.

4. Findings revealed when perceptions of styles were related to perceptions of functions provide bases for the following conclusions:

(i) A commitment to the democratic philosophy of supervision is associated with a strong agreement in the leadership, consultation, and curriculum development functions.

(ii) A commitment to the authoritarian philosophy of supervision is associated with a strong aversion to the leadership, consultation, and curriculum development functions.

(iii) A commitment to the laissez-faire philosophy of supervision is associated with an aversion to teacher evaluation, program evaluation, and curriculum development functions.

III. IMPLICATIONS

The major implications arising from the findings in this study are presented as they relate to (1) theory and practice in educational supervision, and (2) the need for further research in this province.

Implications for Theory and Practice

1. An effective supervisory program is based on sound human relations practices, recognizing that education takes place in a social structure, with and through people.
2. It is also inferred from the strong commitment to the democratic philosophy and the leadership function that supervisors themselves want a say in the definitions of their role. The failure to involve supervisors in assigning their duties might

well be a source of high level conflict, thus reducing the efficiency of the schools in achieving their goals. (At present, the Education Act states that "the superintendent shall prescribe for and assign to...board supervisors the duties thereof.")

3. The organizational position of a supervisor (Board Supervisor) should be a staff assignment functioning in a leadership and consultative capacity for the improvement of instruction.
4. Personal and institutional variables should be considered in the selection and appointment of supervisory personnel, and in the assignment of the supervisor's responsibilities.
5. Implicit in the tendency for some supervisors to remain committed to authoritarian supervision is the need for a program of inservice training. Teachers are no longer content to be governed by administrative directives sent from central office. Today's supervisors must be aware that interaction and direct involvement of teachers are essential to an effective and efficient organization. Also, the supervisor must be aware of, and in tune with, changes that are occuring in education. Innovations in curriculum, technology, and

> organization make it imperative that supervisors adopt a flexible and dynamic approach to supervision. The support given to the laissez-faire style also indicates a need for an inservice education program reorienting supervisors to a more democratic approach to supervision. Modern enlightened supervision does not imply that each staff member proceeds as he pleases. To the contrary, effective supervision requires a high level of leadership. The successful supervisor is well trained in educational psychology and proficient in the democratic group process.

In conclusion, the findings derived from this inquiry--focusing on functions and styles of supervision--provide insight pertinent to the further development of a more effective supervisory program for the province of Newfoundland and Labrador. Furthermore, it is intended that this study and other concurrent research on the topic will provide the basis for such supervisory programs for our provincial public schools.

Implications for Further Research

The findings of this study reveal a need for considerable further research.

1. Further refinement of the instrument is needed to reduce measurement error, especially with reference to the teacher evaluation and staffing categories.
2. The failure of the selected independent variables to explain significant proportions of the variance within the categories of dependent variables--functions and styles--implies a need for further research. Predictors of these dependent variables are essential to the selection and placement of supervisory personnel. This need is augmented by the fact that only sixteen per cent of the variance within the laissez-faire scale is accounted for. At the same time, however, the supervisors committed to this style of supervision show a negative reaction to all the functions selected for investigation. The administrators who are responsible for staffing should be aware of factors which are significantly related to the commitment to the three styles of supervision in order to make wise decisions.
3. An investigation of perceptions of other role encumbents for the purpose of cross validation may afford a broader base for further development of a theory of instructional supervision.

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APPENDIX

PRELIMINARY DRAFT

Directions: For each statement below, please place a check (✓) in the appropriate blank to indicate whether you strongly agree, agree, are uncertain, disagree, or strongly disagree.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Sample:					
1. The aims of educational supervision must reflect the fundamental aims of society.	✓				

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. Supervision necessitates organizing committees and holding meetings to study issues pertaining to curriculum development.					
2. Supervision assists the teacher in finding effective ways of relating new ideas to actual classroom instructional procedures.					
3. Supervision is a process of leading, stimulating, and inspiring teachers to self-improvement.					
4. Supervision of instruction must include teacher evaluation.					
5. A major function of supervision is the development of methods and procedures for evaluating the school program.					

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
6. Promoting and transfer of the teaching staff is a function of supervision.	____	____	____	____	____
7. One of the important activities of supervision is the appraisal of school progress in relation to its goals and objectives.	____	____	____	____	____
8. The selection and appointment of teachers are among the functions of supervision.	____	____	____	____	____
9. Supervisors should provide teachers with adequate resource material.	____	____	____	____	____
10. Supervisors should be available for consultation with professional personnel on educational issues.	____	____	____	____	____
11. Supervisors should coordinate system-wide instructional services.	____	____	____	____	____
12. A primary goal of supervision is to offer leadership in the improvement of educational experiences for children.	____	____	____	____	____
13. It is very important that supervisors be involved with evaluating the educative process.	____	____	____	____	____
14. Teacher evaluation is a major aspect of supervision.	____	____	____	____	____
15. Supervisors work with professional committees to develop curriculum and make plans for continuous program evaluation.	____	____	____	____	____
16. A major function of supervision is to help teachers maintain their professional growth and competence.	____	____	____	____	____

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
17. Supervision has a large part to play in the successful use of evaluation and testing programs which schools undertake in their efforts to improve learning.	____	____	____	____	____
18. Evaluating teacher performance is a responsibility of supervision.	____	____	____	____	____
19. A major part of the supervisory role is to provide insight in curriculum design.	____	____	____	____	____
20. Teachers should expect supervisors to take initiative in identifying educational problems and assisting in the solution.	____	____	____	____	____
21. The assessment of teacher performance is an essential responsibility of supervision.	____	____	____	____	____
22. Supervision is responsible for stimulating and utilizing creativity on the part of teachers.	____	____	____	____	____
23. A major function of supervision is the orientation of new teachers.	____	____	____	____	____
24. Supervision involves appraisal of teachers for promotion and dismissal purposes.	____	____	____	____	____
25. Supervision should be concerned with improving teaching techniques, preparing courses of study, and evaluating and selecting textbooks.	____	____	____	____	____
26. Supervisors are resource persons who assist with problems that the teacher considers important.	____	____	____	____	____

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
27. The effective supervisor demonstrates an attitude of continuous inquiry and constant challenge to the status ego.	____	____	____	____	____
28. Effective supervision involves the development of staffing policies for the schools in his district.	____	____	____	____	____
29. Supervision involves selecting test instruments that provide information helpful to the teacher in attaining the instructional goals of his school.	____	____	____	____	____
30. Determining quality of instructional personnel is an important role of supervision.	____	____	____	____	____

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

Department of Educational Administration

Dear

The enclosed research instrument is coming to you with the approval of your superintendent, Mr. Kearsey. It has the cooperation of Dr. Jesse who is my supervisor in the Department of Educational Administration at Memorial University.

The total instrument consists of two parts: Form A and Form B. It represents the first phase in the statistical refinement of an instrument to assess supervisors' perceptions of supervisory functions and styles. Your response will provide the data necessary for statistical validation of items and for application of tests of reliability.

In Form A, I would appreciate it if you would:

1. scrutinize the items according to readability, semantic ambiguities, possible confusion, etc.

2. respond to each item according to the instructions to Form A of the instrument.

3. classify each item, on the sheet marked Appendix I, according to the categories identified for the study. These six categories are: (a) teacher evaluation; (b) staffing; (c) curriculum development; (d) program evaluation; (e) consultation; and (f) leadership. Four definitions are provided to serve as a guide in classifying the items. It is considered that "teacher evaluation" and "program evaluation" are self-explanatory.

In Form B, I would again appreciate your scrutiny of the items, paying particular attention to semantic ambiguities and possible confusion. Please make appropriate comments in the space provided. If you are satisfied with the wording of the items, please place a check (✓) in the space provided.

Please return the instrument package in the enclosed envelope.

.... 2

It is realized that your assistance in this matter is voluntary; however, your cooperation is very much appreciated.

Please respond at your earliest convenience.

Cordially yours,

_____

Joseph Gedge, Graduate student

_____

Dr. Jim Jesse, Research Supervisor

PRELIMINARY DRAFT

FORM A

Directions: For each statement below, please place a check (✓) in the appropriate blank to indicate whether you strongly agree, agree, are uncertain, disagree, or strongly disagree.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Sample:					
1. The aims of educational supervision should reflect the fundamental aims of society.	✓				

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. Supervision is a process of leading, stimulating, and inspiring teachers to self-improvement.					
2. Supervision of instruction includes teacher evaluation.					
3. Supervision necessitates organizing committees and holding meetings to study issues pertaining to curriculum development.					
4. Supervision assists the teacher in finding effective ways of relating new ideas to actual classroom instructional procedures.					
5. A major function of supervision is the development of methods and procedures for evaluating the school program					

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
6. Promotion and transfer of the teaching staff is a function of supervision.	____	____	____	____	____
7. Supervision is responsible for providing teachers with adequate resource material.	____	____	____	____	____
8. Evaluating teacher performance is a responsibility of supervision.	____	____	____	____	____
9. One of the important activities of supervision is the appraisal of school progress in relation to its goals and objectives.	____	____	____	____	____
10. Supervision is a consultation service to professional personnel on educational issues.	____	____	____	____	____
11. Supervision coordinates the district-wide instructional services.	____	____	____	____	____
12. A primary goal of supervision is to offer leadership in the improvement of educational experiences for children.	____	____	____	____	____
13. It is very important that supervision involve itself with evaluating the educative process.	____	____	____	____	____
14. The assessment of teacher performance is an essential responsibility of supervision.	____	____	____	____	____
15. Supervision is a process of curriculum development and planning for continuous improvement.	____	____	____	____	____
16. A major function of supervision is to help teachers maintain their professional growth and competency.	____	____	____	____	____

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
17. Supervision has a large part to play in the successful use of evaluation and testing programs which schools undertake in their efforts to improve learning.	____	____	____	____	____
18. The selection and appointment of teachers are among the functions of supervision.	____	____	____	____	____
19. A major function of supervision is to provide insight in curriculum design.	____	____	____	____	____
20. A function of supervision is to take initiative in identifying educational problems and assisting in the solution.	____	____	____	____	____
21. Supervision has a responsibility in staffing the schools in the district.	____	____	____	____	____
22. Supervision is responsible for stimulating and utilizing creativity on the part of the teachers.	____	____	____	____	____
23. A major function of supervision is the orientation of new teachers.	____	____	____	____	____
24. Supervision involves appraisal of teachers for promotion and dismissal purposes.	____	____	____	____	____
25. Supervision is concerned with improving teaching techniques, preparing courses of study, and evaluating and selecting textbooks.	____	____	____	____	____
26. Supervision is a resource function assisting with problems that the teachers consider important.	____	____	____	____	____

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
27. Effective supervision is based on an attitude of continuous inquiry and challenge to the status ego.	____	____	____	____	____
28. Supervision involves the development of staffing policies for the schools in the district.	____	____	____	____	____
29. Supervision is concerned with selecting test instruments that provide information helpful to the teacher in evaluating progress of the program.	____	____	____	____	____
30. Determining quality of instructional personnel is an important role of supervision.	____	____	____	____	____

The following definitions of terms are to serve as guidelines for the classification of the items in the enclosed instrument.

Leadership: Leadership is the process of influencing the activities of organized groups or individuals in their efforts towards goal setting and goal achievement. Specific aspects are: (1) assuming initiative; (2) aiding in goal setting; (3) stimulating and releasing talents of the teaching personnel; and (4) supporting teachers throughout the process.

Consultation: Consultation consists of: (1) the service of providing a variety of relevant information affording the teacher choices or alternatives applicable to the solution of educational problems; and (2) the enhancement and maintenance of professional growth among the teaching personnel.

Staffing: For the purpose of this study, staffing refers only to the selection, orientation, and placement of teachers.

Curriculum Development: For the purpose of this study, curriculum development refers to: (1) identification of needs; (2) specifying objectives; (3) selection and organization of content; and (4) organization of experience.

Appendix I to accompany Form A of the Instrument

PLEASE CHECK THE APPROPRIATE BLOCK ACCORDING TO ITEM CLASSIFICATION

Item no.	T. Eval.	Staffing	Leadership	Consultation	Prog. Eval.	Curric Dev.
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FORM B

Directions: The following statements are presented to you for your scrutiny. Look for possible confusion, semantic ambiguities, etc. Respond to the items AS IF you were to rate them on a scale from strongly agree to strongly disagree. Please state your comments in the space provided. If you are satisfied with the wording of the items, please place a check (✓) in the space provided.

ITEM	COMMENT
1. In carrying out their supervisory functions, effective supervisors recognize the need for cooperative assistance from the teaching staff.	( )
2. Teachers should be encouraged to engage in carefully designed experimentation in instructional procedures.	( )
3. Supervisors can best determine the needs of all learners.	( )
4. Spontaneity in teaching is destroyed when teachers are required to plan their lessons.	( )
5. A teaching staff is capable of unifying its efforts without supervisory leadership.	( )
6. The use of group process techniques in supervision, more often than not, is an expression of supervisory indecision.	( )
7. Teacher creativity in problem-solving should be encouraged by supervisors.	( )

ITEM	COMMENT
8. Maintenance of high professional standards is not possible when teachers evaluate their own professional performance.	( )
9. The effective supervisor serves in a resource capacity for teachers.	( )
10. Each teacher should be free at any time to make whatever changes are deemed desirable in the curricular program.	( )
11. Since teachers are expected to assess themselves, there is no longer justification for the supervisor-teacher conference.	( )
12. Writing courses of study is a distinct prerogative of supervisors.	( )
13. Supervisory visits to the classroom should be made only upon teacher request.	( )
14. The materials used for instruction must be chosen by the supervisor.	( )
15. Maintaining open, reciprocal channels of communication with teachers is a major responsibility of supervisors.	( )
16. Helping teachers apply scientific problem-solving techniques to problem situations is a responsibility of supervisors.	( )
17. A beginning teacher should be free to "feel" his way without any supervisory observation.	( )
18. Supervisors should encourage teacher ingenuity in carrying out group developed plans.	( )

ITEM	COMMENTS
19. There is no need in modern education for a planned supervisory program.	( )
20. Constructive supervisory support of teacher effort is basic to teacher morale.	( )
21. If supervisors fully respected the individuality of teachers, they would not expect them to conform to school policies.	( )
22. Effective supervisory leadership utilizes teacher leadership whenever possible.	( )
23. Basically any type of supervision is imposition.	( )
24. Teachers should be free to use whatever methods produce the desired results.	( )
25. Determining the aims of supervision is the exclusive responsibility of the supervisor.	( )
26. Classroom visitation of supervisors are an expression of autocratic, tension-producing supervision.	( )
27. Supervisors should have the courage to make all decisions pertaining to curriculum content.	( )
28. Effective supervision provides conditions under which teachers may work cooperatively to solve their problems.	( )
29. Whenever teacher leadership replaces supervisory authority, few improvements can be realized in the instructional program.	( )

ITEM	COMMENT
30. Competent supervisors have all the answers to all questions relating to the instructional program.	( ) _____
31. Supervision should utilize research findings in dealing with instructional problems.	( ) _____
32. Rating scales provide the best measurement of teacher effectiveness.	( ) _____
33. In effective supervision, the supervisor should initiate all teacher-training projects.	( ) _____
34. Planned, continuous evaluation of curriculum is an important teacher function.	( ) _____
35. Teacher self-evaluation eliminates the need for supervision.	( ) _____
36. All supervisory techniques for program involvement must be defined by the supervisor.	( ) _____

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

Department of Educational Administration

Dear Colleague:

This instrument is coming to you with the approval and cooperation of the Department of Educational Administration at Memorial University. It has the "full support" of the executive of your Special Interest Council.

The purpose of this study is to investigate the perceptions of instructional supervision expressed by Newfoundland and Labrador School Board Supervisors. It is hoped that the data provided will contribute to a general theory of supervision for this Province.

Please respond to each item in the instrument to indicate your position relative to what you think supervision SHOULD BE not what is actually being done in the field. All responses will be treated anonymously since analysis is to be done on grouped data. In order to keep a check on returns, please return SEPARATELY the enclosed self-addressed post card when you have completed the questionnaire.

Please complete and return the instrument at your earliest convenience.

Thank you for your cooperation and assistance.

Sincerely,

_____

Joe Gedge

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

Department of Educational Administration

Dear Supervisor:

Joe Gedge, a colleague of yours and a graduate student completing his final requirement--the research thesis for the Master's Degree in Education, needs your help in generating information concerning "Functions and Styles of Supervision as perceived by Newfoundland and Labrador School Board Supervisors."

We feel that this project will prove quite meaningful to instructional supervision in this Province. The findings will be shared with you upon the completion of the study.

Your immediate response to Joe's questionnaire would be appreciated greatly.

Respectfully,

James L. Jesse, Ph.D.
Assistant Professor
(Graduate advisor)

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

Department of Educational Administration

May 10, 1972

Dear Supervisor:

Some time ago a questionnaire entitled "Functions and Styles of Supervision as Perceived by Newfoundland and Labrador School Board Supervisors" was forwarded to you. So far I have not received the post card indicating that the questionnaire has been returned. Since your response is vital to the success of this study, your assistance and cooperation would be greatly appreciated.

Please complete and return the enclosed questionnaire.

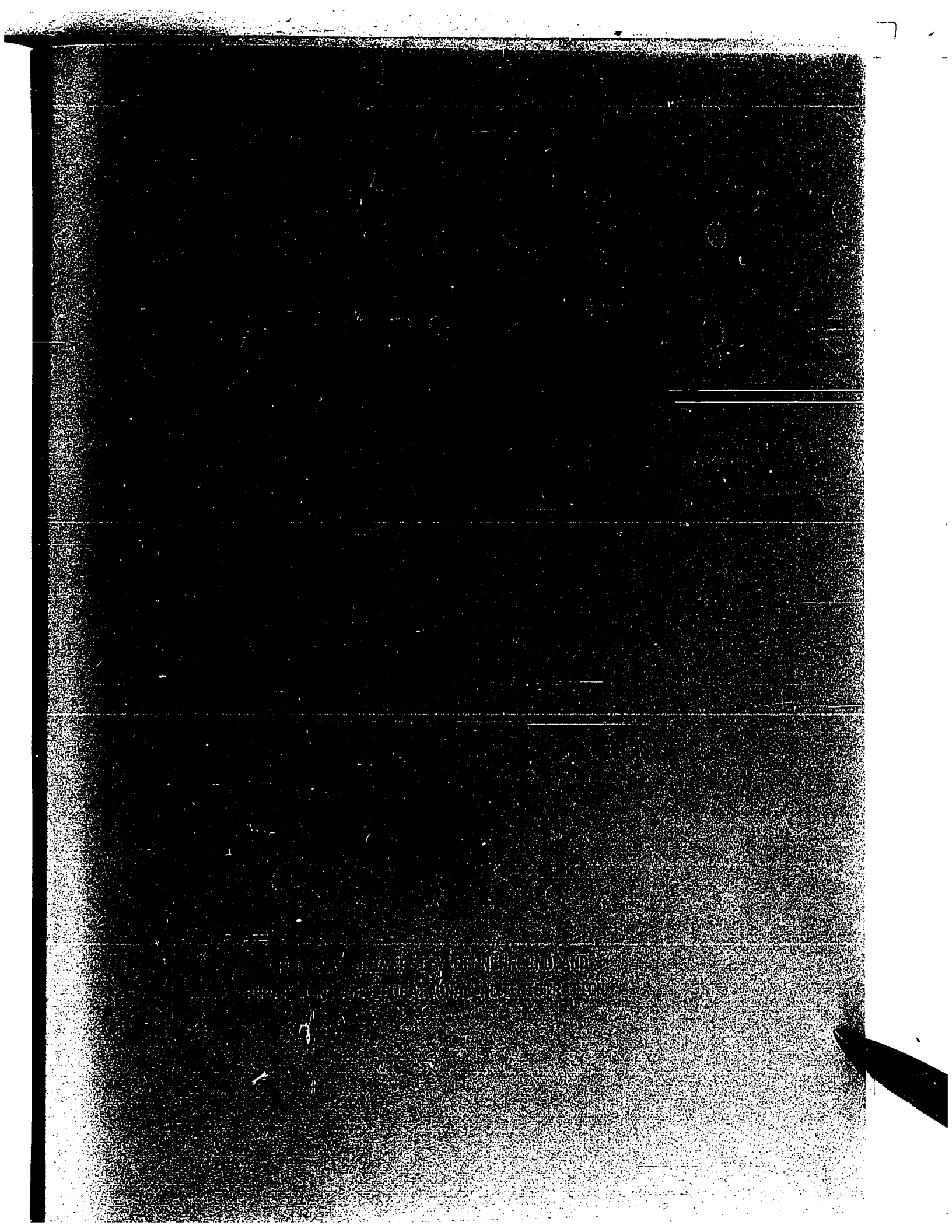
If you have already returned the original questionnaire or this second letter is mailed to you in error, please disregard this letter.

Sincerely,

Joseph Gedge

FUNCTIONS AND STYLES OF SUPERVISION AS PERCEIVED BY NEWFOUNDLAND AND LABRADOR SCHOOL BOARD SUPERVISORS

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
DEPARTMENT OF EDUCATIONAL ADMINISTRATION



PART 1

Directions: For each statement below, please place a check ( ) in the appropriate blank to indicate whether you strongly agree, agree, are uncertain, disagree, or strongly disagree.

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Sample:					
1. The aims of educational supervision should reflect the fundamental aims of society.	____	____	____	____	____

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. Supervision is a process of leading, stimulating, and inspiring teachers to self improvement.	____	____	____	____	____
2. Supervision of instruction involves teacher evaluation.	____	____	____	____	____
3. Supervision necessitates organizing committees and holding meetings to study issues pertaining to curriculum development.	____	____	____	____	____
4. A major function of supervision is the development of methods and procedures for evaluating the school program.	____	____	____	____	____
5. Supervision is a consultation service to professional personnel on educational issues.	____	____	____	____	____
6. A primary goal of supervision is to offer leadership in the improvement of educational experiences for children.	____	____	____	____	____

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
7. Evaluating teacher performance is a responsibility of supervision.	____	____	____	____	____
8. Supervision is a process of curriculum development and planning for continuous improvement.	____	____	____	____	____
9. A major function of supervision is to help teachers maintain their professional growth and competency.	____	____	____	____	____
10. Supervision has a large part to play in the successful use of evaluation and testing programs which schools undertake in their efforts to improve learning.	____	____	____	____	____
11. The selection and appointment of teachers are among the functions of supervision.	____	____	____	____	____
12. A major function of supervision is to provide insight into curriculum design.	____	____	____	____	____
13. Supervision has a responsibility in staffing the schools in the district.	____	____	____	____	____
14. Supervision is a resource function assisting with problems that teachers consider important.	____	____	____	____	____
15. The assessment of teacher performance is an essential responsibility of supervision.	____	____	____	____	____
16. Supervision involves the development of staffing policies for the schools in the district.	____	____	____	____	____

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
17. Supervision is concerned with selecting test instruments that provide information helpful to the teacher in evaluating progress of the program.	____	____	____	____	____
18. Supervision is responsible for stimulating and utilizing creativity on the part of the teachers.	____	____	____	____	____

PART 2

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1. In carrying out their supervisory functions, effective supervisors recognize the need for cooperative assistance from the teaching staff.	____	____	____	____	____
2. Teachers should be encouraged to engage in carefully designed experimentation in instructional procedures.	____	____	____	____	____
3. Supervisors can best determine the needs of all learners.	____	____	____	____	____
4. Spontaneity in teaching is destroyed when teachers are required to plan their lessons.	____	____	____	____	____
5. A teaching staff is capable of unifying its efforts without supervisory leadership.	____	____	____	____	____
6. The use of group process techniques in supervision, more often than not, is an expression of supervisory indecision.	____	____	____	____	____

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
7. Teacher creativity in problem-solving should be encouraged by supervisors.	____	____	____	____	____
8. Maintenance of high professional standards is not possible when teachers evaluate their own professional performance.	____	____	____	____	____
9. The effective supervisor serves in a resource capacity for teachers.	____	____	____	____	____
10. Each teacher should be free at any time to make whatever changes are deemed desirable in the curricular program.	____	____	____	____	____
11. Since teachers are expected to assess themselves, there is no longer justification for the supervisor-teacher conference.	____	____	____	____	____
12. Writing courses of study is a distinct prerogative of supervisors.	____	____	____	____	____
13. Supervisory visits to the classroom should be made only upon teacher request.	____	____	____	____	____
14. The materials used in instruction must be chosen by the supervisor.	____	____	____	____	____
15. Maintaining open, reciprocal channels of communication with teachers is a major responsibility of supervisors.	____	____	____	____	____
16. Helping teachers apply scientific problem-solving techniques to problem situations is a responsibility of supervisors.	____	____	____	____	____

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
17. A beginning teacher should be free to "feel" his way without any supervisory observation.	____	____	____	____	____
18. Supervisors should encourage teacher ingenuity in carrying our group developed plans.	____	____	____	____	____
19. There is no need in modern education for a planned supervisory program.	____	____	____	____	____
20. Constructive supervisory support of teacher effort is basic to teacher morale.	____	____	____	____	____
21. If supervisors fully respected the individuality of teachers, they would not expect them to conform to school policies.	____	____	____	____	____
22. Effective supervisory leadership utilizes teacher leadership whenever possible.	____	____	____	____	____
23. Basically any type of supervision is imposition.	____	____	____	____	____
24. Teachers should be free to use whatever methods produce the desired results.	____	____	____	____	____
25. Determining the aims of supervision is the exclusive responsibility of the supervisor.	____	____	____	____	____
26. Classroom visitation of supervisors are an expression of autocratic, tension-producing supervision.	____	____	____	____	____
27. Supervisors should have the courage to make all decisions pertaining to curriculum content.	____	____	____	____	____

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
28. Effective supervision provides conditions under which teachers may work cooperatively to solve their problems.	____	____	____	____	____
29. Whenever teacher leadership replaces supervisory authority, few improvements can be realized in the instructional program.	____	____	____	____	____
30. Competent supervisors have all the answers to all questions relating to the instructional program.	____	____	____	____	____
31. Supervision should utilize research findings in dealing with instructional problems.	____	____	____	____	____
32. Rating scales provide the best measurement of teacher effectiveness.	____	____	____	____	____
33. In effective supervision, the supervisor should initiate all teacher-training projects.	____	____	____	____	____
34. Planned, continuous evaluation of curriculum is an important teacher function.	____	____	____	____	____
35. Teacher self-evaluation eliminates the need for supervision.	____	____	____	____	____
36. All supervisory techniques for program improvement must be defined by the supervisor.	____	____	____	____	____

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