

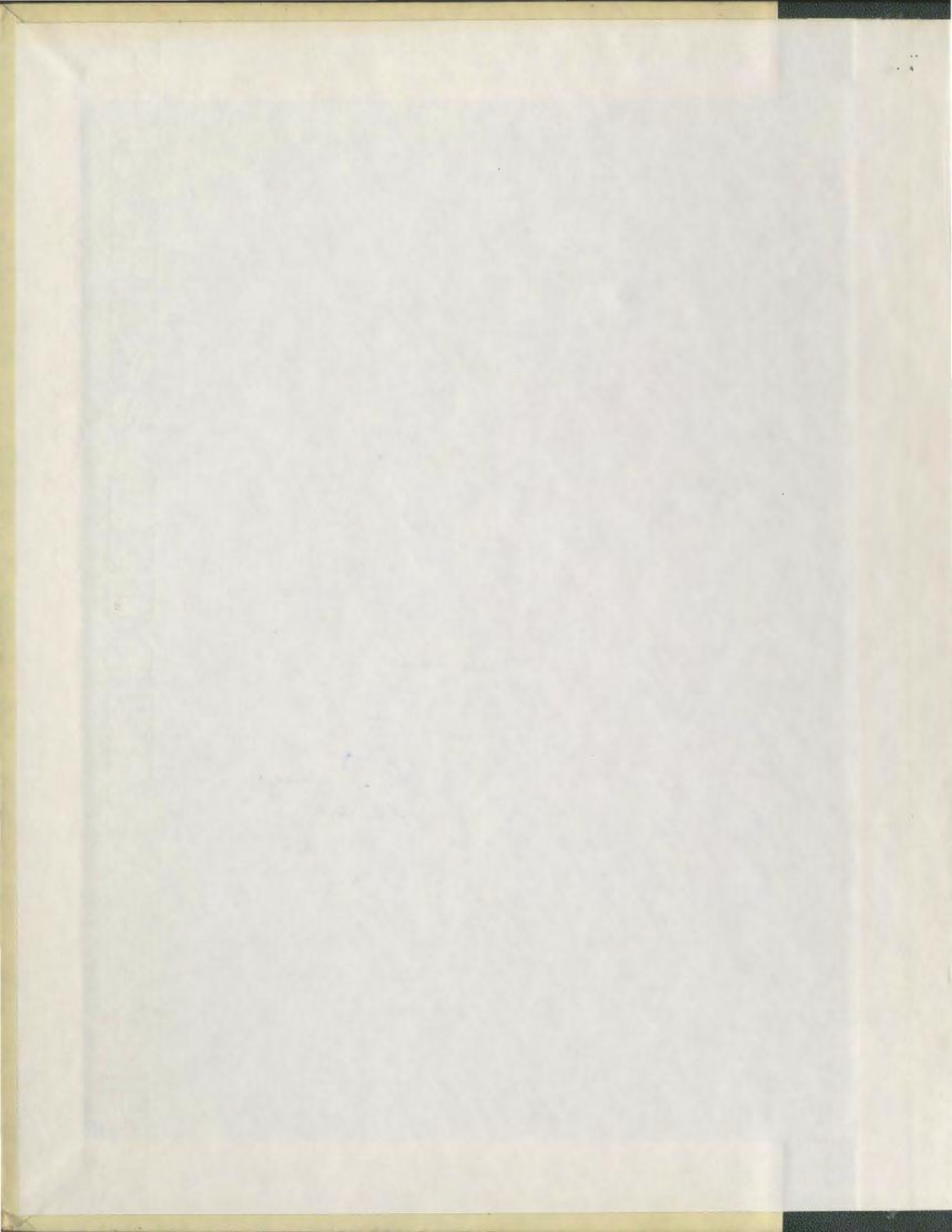
A STUDY OF INFLUENTIAL AND EFFECTIVE SUPERVISORY ROLES
AS PERCEIVED BY THE ELEMENTARY TEACHERS
IN NEWFOUNDLAND AND LABRADOR

CENTRE FOR NEWFOUNDLAND STUDIES

**TOTAL OF 10 PAGES ONLY
MAY BE XEROXED**

(Without Author's Permission)

WILLIAM ROSS OLDFORD



21


334640



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

A Thesis
Presented to
the Faculty of Education
Memorial University of Newfoundland

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

by
 William Ross Oldford
August 1972

ABSTRACT

The objectives of this study were to determine, through the perceptions of elementary teachers, what supervisory roles were influential and effective in serving to improve teachers' behavior with respect to the content, processes, and outcomes of their work in the school and classroom, and, to discover any significant relationships between the perceived influence and effectiveness of each supervisory role and eight selected school and teacher variables.

From a theoretical background developed from related literature, it was hypothesized that teachers' perceptions of supervisory influence and effectiveness would depend upon the nearness of the supervisor to the teacher; and that certain selected school and teacher variables would be related significantly to teachers' perceptions of supervisory influence and effectiveness.

Each of the 245 teachers, selected randomly from a population of 1,179 elementary school teachers in the Province of Newfoundland and Labrador, rated all supervisory roles, applicable to his/her school and school system, on influence and effectiveness. The key findings were: the six supervisory roles perceived to be the most influential and effective were those of principal, board supervisor, 'other teacher,' vice-principal, district superintendent, and board specialist. When teachers were asked to identify a most effective supervisory role, almost eighty-eight per cent selected the six mentioned above. Teachers' perceptions of the influence and effectiveness of supervisory roles varied with sex,

population of area served by the school, type of board, size of school, teaching experience and professional preparation. The major hypothesis was strongly supported. The supervisory roles closer to the teacher in physical distance were perceived by teachers to be more influential and effective than were roles far removed.

The implications of this study seem to be quite clear. The roles which are to be effective in helping teachers improve their work in the schools and classrooms must be close to the teachers. Consequently, role incumbents must work with teachers if they are to be effective in providing supervisory help. Therefore, any restructuring of the supervisory roles should consider the factor of closeness.

ACKNOWLEDGEMENTS

I thank, sincerely, Dr. G. L. Parsons, my thesis advisor, for his help and guidance during this study. To the other faculty members and graduate students in the Department of Educational Administration, I say thank you for any help received.

The support and participation of the members and executive of the Newfoundland Teachers' Association are gratefully acknowledged.

I would, also, like to express my thanks to Mr. Steve Andrews, and Mr. Neil Kennedy, programmers for the Newfoundland and Labrador Computer Services, for their help in analyzing the data; and to Mrs. Ramona Raske who did more than a routine job of typing a first-rate copy of the thesis.

The financial support for the study, provided by the Department of Educational Administration, is acknowledged with gratitude.

This thesis is dedicated to my family whose sacrifices and encouragement made its completion possible.

TABLE OF CONTENTS

	Page
ABSTRACT.	ii
ACKNOWLEDGEMENTS.	iv
LIST OF TABLES.	ix
LIST OF FIGURESxiii
 Chapter	
I THE PROBLEM.	1
BACKGROUND TO THE PROBLEM.	2
STATEMENT OF THE PROBLEM AND PURPOSES OF THE STUDY	6
The Problem.	6
The Purposes	7
ASSUMPTIONS.	7
SCOPE AND LIMITATIONS.	8
DEFINITION OF TERMS.	8
THEORETICAL BACKGROUND	10
What is Supervision?	10
The Relationship between Administration and Supervision.	13
Definition of Role	16
Influential and Effective Supervisory Roles.	17
Power, Authority, Influence, and Effectiveness in Supervision	18
Teacher Perception and the Supervisory Role.	22

Chapter	Page
Selected Variables and Teacher Perception.	25
HYPOTHESES	31
II REVIEW OF RELATED RESEARCH LITERATURE ON EDUCATIONAL SUPERVISION.	34
The Parsons Study, 1971.	35
The Wertenberger Study, 1966	38
The Ziolkowski Study, 1965	38
The Ryans Study, 1960.	41
The Stiles Study, 1968	42
The Croft Study, 1965.	42
The Blumberg and Amidon Study, 1964.	43
The Jones Study, 1967.	43
The Walden Study, 1967	44
The Beckman Study, 1969.	45
The Carlton Study, 1970.	45
The Marquit Study, 1967.	46
The Sandberg Study, 1963	47
The Gwaltney Study, 1963	48
III METHODOLOGY AND RESEARCH DESIGN.	51
The Locale of the Study.	51
The Population of the Study.	51
The Sample	54
Collection of Data	60
Nature of the Instrument	60
The Treatment of the Data.	62
IV ANALYSIS 1: INFLUENCE OF SUPERVISORY ROLES	64
PERCEIVED INFLUENCE OF SUPERVISORY ROLES	65

Chapter	Page
The Perceived Influence of Each Role by All Teachers Responding.	65
The Perceived Influence of Each Role by Teachers to Whom the Role Applied	67
The Relationship Between School and Teacher Variables and Teachers' Perceived Influence of Each Role.	70
SUMMARY.	84
V ANALYSIS 2: EFFECTIVENESS OF SUPERVISORY ROLES	88
PERCEIVED EFFECTIVENESS OF SUPERVISORY ROLES	89
Perceived Effectiveness of Each Role by all Teachers Responding.	89
Perceived Effectiveness of Each Role by all Teachers Who Found the Role Applicable	90
Perceived Effectiveness of Each Role by Teachers Who Identified the Role as Influential	91
Teacher Identification of the Most Effective and Least Effective Supervisory Roles.	95
Analysis of Mean Effectiveness Scores for Each of the Fifteen Supervisory Roles by Each School and Teacher Variable	100
CORRELATION OF INFLUENTIAL AND EFFECTIVE ROLES	118
SUMMARY.	122
VI SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	125
SUMMARY.	125
The Problem.	125
Research Design.	126
Major Findings	127
CONCLUSIONS.	130
RECOMMENDATIONS.	132
SELECTED BIBLIOGRAPHY	136

APPENDICES. 142

 A RESEARCH INSTRUMENT. 143

 B CORRESPONDENCE 153

LIST OF TABLES

Table	Page
1. Distribution of Sample by Sex	55
2. Distribution of Sample by Population of Town and by Population of Area Served by School	55
3. Distribution of Sample by Type of School Board.	57
4. Distribution of Sample by Grade Taught.	57
5. Distribution of Sample by Size of School.	58
6. Distribution of Sample by Experience.	58
7. Distribution of Sample by Academic and Professional Training.	59
8. Supervisory Roles which Influence Teacher Behavior by Number and Per Cent of all Teachers Responding (N = 245)	66
9. Relative Influence of Each Role for all Cases where Role is Applicable.	68
10. Rank Order Correlation of Influential Supervisory Roles	69
11. Correlation of an Hypothesized Ranking of Supervisory Roles with Relative Influence Ranking	71
12. Chi-Square (χ^2) Coefficients for Perceived Influence of each Supervisory Role by Each School and Teacher Variable.	72
13. Relative Influence of 'Other Teacher' by Sex of Teacher	74
14. Relative Influence of Vice-Principal by Population of Area.	74
15. Relative Influence of District Superintendent by Type of School Board	76
16. Relative Influence of Board Specialist by Type of School Board.	76

Table

Page

17.	Relative Influence of Faculty of Education by Grade Taught	77
18.	Relative Influence of Vice-Principal by Size of School	77
19.	Relative Influence of Board Supervisor by Size of School	79
20.	Relative Influence of District Superintendent by Teaching Experience.	79
21.	Relative Influence of Board Specialist by Teaching Experience	80
22.	Relative Influence of Consultant by Teaching Experience	80
23.	Relative Influence of Regional Superintendent by Teaching Experience.	82
24.	Relative Influence of Local NTA by Teaching Experience	82
25.	Relative Influence of Central NTA by Teaching Experience	83
26.	Relative Influence of Faculty of Education by Teaching Experience.	83
27.	Relative Influence of Principal by Professional Preparation.	85
28.	Relative Influence of District Superintendent by Professional Preparation	85
29.	Total and Mean Effectiveness Scores for Each Supervisory Role by all Teachers Responding (N = 245).	90
30.	Total and Mean Effectiveness Scores for Each Supervisory Role by Teachers to Whom the Role Applied.	92
31.	Total and Mean Effectiveness Scores for Each Supervisory Role by Teachers Who Found the Role Influential.	93
32.	Number of Teachers Rating Each Role on Effectiveness as a Percentage of all Respondents (N = 245)	94

Table	Page
33. Teacher* Identification of Most Effective Supervisory Role by Number and Per Cent of Total Respondents (N = 245).	96
34. Teacher Identification of Least Effective Supervisory Role by Number and Per Cent of Total Respondents (N = 245).	98
35. Comparison of the Number of Teachers Identifying the Most Effective Roles with the Number of Different Teachers Selecting the Same Roles as the Least Effective.	99
36. Correlation of an Hypothesized Rank Order of Roles with the Relative Effectiveness Rank Order of Roles. . .	101
37. Mean Effectiveness Scores of Teachers Who Found the Role Applicable by Sex of Teacher.	103
38. Mean Effectiveness Scores of Teachers Who Found the Role Applicable by Size of Town.	105
39. Mean Effectiveness Scores of Teachers Who Found the Role Applicable by Population of the Area Served by the School	106
40. Scheffe Probability Matrix for Vice-Principal by Population of Area	108
41. Scheffe Probability Matrix for District Superintendent by Population of Area.	108
42. Mean Effectiveness Scores of Teachers Who Found the Role Applicable by Type of School Board.	109
43. Scheffe Probability Matrix for District Superintendent by Type of School Board.	111
44. Scheffe Probability Matrix for Coordinating Principal by Type of School Board.	111
45. Scheffe Probability Matrix for Board Specialist by Type of School Board	111
46. Mean Effectiveness Scores of Teachers Who Found the Role Applicable by Grade Taught.	112
47. Scheffe Probability Matrix for Vice-Principal by Size of School	114
48. Mean Effectiveness Scores of Teachers Who Found the Role Applicable by Size of School.	115

Table	Page
49. Mean Effectiveness Scores of Teachers Who Found the Role Applicable by Teaching Experience	116
50. Scheffe Probability Matrix for Consultant by Years of Teaching Experience	117
51. Mean Effectiveness Score of Teachers Who Found the Role Applicable by Professional Preparation.	119
52. Correlation of Influential and Effective Supervisory Roles when all Teachers Responding were Considered (N = 245).	120
53. Correlation of Influential and Effective Supervisory Roles when only Teachers to Whom the Role Applied were Considered.	121
54. Distribution of Teacher Responses as to Whether Teachers Rated Person or Role in Their Selection of the Most Effective and Least Effective Supervisory Roles	134

LIST OF FIGURES

Figure	Page
1. Supervision as a Subset of Administration	14
2. Integrated Educational Districts.	52
3. Roman Catholic Educational Districts.	53

CHAPTER I

THE PROBLEM

Since the passage of legislation in 1968 and 1969,¹ the whole educational system of our province has been reorganized. This reorganization of education created complex school systems characterized by programme diversification and specialization. It, also, caused administrative and supervisory roles to proliferate and change. The preparation of supervisory personnel to meet the demands of their changing roles is one of the major concerns of modern supervision. The function of the persons occupying these supervisory roles is to provide leadership to educational workers for the purpose of improving the teaching-learning process.²

If supervisors, namely, school and central office administrators, curriculum consultants, and teachers are to contribute to the improvement of the teaching-learning process, they should be aware of how their roles are perceived by the teachers with whom they work. Therefore, it becomes the purpose of this study to identify and analyze the supervisory roles, as perceived by the elementary teachers in Newfoundland and Labrador,

¹The Province of Newfoundland and Labrador, Legislation Passed in 1968 and 1969 Relating to the Re-organization of Education.

²G. L. Parsons, "Teacher Perceptions of Supervisory Effectiveness: An Analysis of Supervisory Roles in School Systems" (unpublished Doctor's dissertation, University of Toronto, 1971), p. 3.

which are influential and effective in helping teachers improve the content, processes, and outcomes of their work in the school and classroom.

BACKGROUND TO THE PROBLEM

The evolution of supervisory concepts and practices has differed greatly from area to area due to variations in organizational structure, prevailing social and economic conditions, and differing value systems. In Newfoundland and Labrador, with its educational system organized along denominational lines, its poor economy, and its sparse and widely scattered population, this evolution has been a slow process.

Educational supervision in Newfoundland and Labrador was first conceived as a form of inspection. This inspection, before 1843, had no legal basis. The Society for the Propagation of the Gospel adopted the practice of having a clergyman visit the schools and report periodically to the government, giving opinion on the quality of the work and offering suggestions and recommendations. This informal inspection had inherent weaknesses, namely, the inspections were not systematic and were not performed by professional educators.³

After The Newfoundland Education Act of 1843 was passed, the province was divided into educational districts and the first inspector of schools was appointed.⁴ The government decided to try out a scheme

³Frederick W. Rowe, The Development of Education in Newfoundland (Toronto: The Ryerson Press, 1964), p. 137.

⁴The Newfoundland Education Act of 1843 cited by Frederick Buffett, "A Study of Existing and Desired Supervisory Practices in Newfoundland" (unpublished Doctor's dissertation, Boston University School of Education, 1967), p. 21.

whereby a Roman Catholic or a Protestant inspector would do the work of visiting all the schools in the province in alternate years. This arrangement continued until 1858 when the government amended the Education Act and appointed two inspectors, one Roman Catholic and one Protestant.⁵ These inspectors were required to visit schools and report upon the state of the schools, the character of the teacher, and the proficiency of the students.⁶

The next major change in inspection was introduced by the Education Act of 1876 which called for the appointment of three Superintendents of Education, one to represent each of the major denominations at that time.⁷ The chief function of these superintendents was the inspection of schools. Between 1876 and 1920, except for the appointment of assistant superintendents, there was very little change in the inspectorial setup.⁸

The Education Act of 1920 made provision to separate administration and inspection. Consequently, supervising inspectors were appointed to help with the improvement of instruction and the means of instruction. The administration was left to the superintendents.⁹

There were very few changes in the supervisory services until

⁵Ibid.

⁶Rowe, loc. cit.

⁷Buffett, op. cit. p. 22.

⁸Ibid.

⁹Rowe, op. cit. p. 145.

the mid-fifties which marked the reality of centralization¹⁰ -- concentration of people from smaller isolated communities to larger centres. As a result, many small schools disappeared and larger central and regional high school systems emerged.¹¹ Thus, the new role of supervising principal emerged. In theory, these supervising principals of the central and regional high schools were responsible for the supervision of the elementary schools in their systems.¹²

Further changes in supervisory services were made within the larger consolidated school systems in 1963. At that time, the Department of Education, realizing the need for supervision at this level, provided (depending on the size of the system) from one to three supervisors. The chief and only function of these supervisors, who had the salary status of vice-principal, was to supervise the "feeder" schools.¹³

This system of supervision continued until the Government of Newfoundland and Labrador enacted many of the recommendations of the Report of the Royal Commission on Education and Youth¹⁴ in the Department of Education Act, 1968, and the Schools Act, 1969.¹⁵ These acts provided

¹⁰William N. Rowe, The Newfoundland Resettlement Program: A Case Study of Regional Development of Social Adjustment (Newfoundland, Department of Community and Social Development, 1969), p. 13.

¹¹Province of Newfoundland and Labrador, Report of the Royal Commission on Education and Youth (Volume 1, 1967), p. 90.

¹²F. W. Rowe, op. cit. p. 147.

¹³The Province of Newfoundland and Labrador, The Education (Teacher Salaries) Regulations, 1963.

¹⁴Report of Royal Commission on Education and Youth, op. cit.

¹⁵Legislation passed in 1968 and 1969, op. cit.

the framework for the reorganization of the Department of Education and the replacement of the numerous small school boards by thirty-five large school districts.¹⁶ As a result of this reorganization, the school systems in our province became more complex, and administrative and supervisory roles proliferated.

Supervisory roles in the school, itself, may be performed by the principal, vice-principal, and other teachers. Within the district, many supervisory roles exist, e.g. district superintendent, assistant district superintendent, board supervisor (generalist), board specialist, and supervising or coordinating principal. Other supervisory roles may include positions occupied by personnel at the Department of Education, e.g. chief superintendent, assistant chief superintendent, regional superintendent, and consultant. Also, other supervisory roles may be provided by personnel associated with the Newfoundland Teachers' Association and by personnel associated with the Faculty of Education at Memorial University.

Therefore, in the present schools and school systems of Newfoundland and Labrador, many supervisory roles exist. Most of these roles are common to the entire province but others because of scarcity of funds, small school population or relative isolation exist only in the more affluent sections. Nevertheless, the question arises are the various supervisory roles in the school systems of Newfoundland and Labrador perceived by teachers to be influential and effective in helping them (teachers) improve the content, processes, and outcomes of their teaching?

¹⁶Ibid. p. 70 ff.

STATEMENT OF THE PROBLEM AND PURPOSES OF THE STUDY

The Problem

The major problems of this study are as follows:

When elementary teachers analyze the various supervisory roles which exist in the schools and school systems

- 1) Which supervisory roles are perceived by them as influencing or affecting their behavior with respect to the content, processes, and outcomes of their teaching?
- 2) To what extent were the various influential roles perceived as effective in improving the elementary teachers' behavior with respect to the content, processes, and outcomes of their teaching?

Sub-problems of this study are:

- 1) Which influential supervisory roles in the school or school system are perceived by elementary teachers as the most effective in serving to improve the content, processes, and outcomes of their teaching?
- 2) Which influential supervisory roles in the school or school system are perceived by the elementary teachers as the least effective in serving to improve the content, processes, and outcomes of their teaching?
- 3) Are elementary teachers' perceptions of supervisory influence and effectiveness related to the following factors?
 - a) Sex of teacher
 - b) Size of town in which school is located
 - c) Population of area served by the school
 - d) Type of Board of Education

- e) Grade taught
- f) Size of school
- g) Teaching experience
- h) Length of professional and academic preparation

The Purposes

The purpose of this study is twofold:

- 1) To identify, through elementary teachers' perceptions, the influential and effective supervisory roles which might provide insights into the reorganization of these roles.
- 2) To discover whether factors such as sex of teacher, population of town or area, type of school board, grade taught, size of school, teaching experience, teacher training, are related to teachers' perceptions of the help they receive from supervisory personnel.

ASSUMPTIONS

- 1) The major function of supervision is that of influencing situations, persons, and relationships for the purpose of stimulating change that may be evaluated as improvement.¹⁷
- 2) Supervision is a vital function of school administration whether coming from a line or staff position.¹⁸
- 3) Many personal and situational factors influence teacher perception of supervisory roles.

¹⁷Glen G. Eye and Lanore A. Netzer, Supervision of Instruction: A Phase of Administration (New York: Harper and Row, 1965), p. 39.

¹⁸Ibid.

- 4) Teachers rate the role and not the person in it.
- 5) Teachers' perception of supervisory roles are really what they (teachers) believe is true, that is, their perceptions do not present a distortion of reality when a large number of teachers express a consensus of opinion.

SCOPE AND LIMITATIONS

- 1) This study is concerned only with elementary school teachers' perceptions of influential and effective supervisory roles which exist in the schools and school systems of Newfoundland and Labrador.
- 2) Only variables thought to be relevant to teacher perception of supervisory influence and effectiveness are included in this study.
- 3) Personal variables, e.g. beliefs, values, etc., are excluded from this study.
- 4) This study is concerned with teachers' perceptions of influence and effectiveness. Because there is no 'independent' measure of influence and effectiveness, the researcher cannot necessarily conclude that the teachers' perceived-help from supervisors did actually occur, or that teacher behavior did actually change or improve.

DEFINITION OF TERMS

- 1) Supervisor

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

- 2) Influence

Influence is to affect one's behavior by means of motivation, stim-

ulation, inspiration, and guidance.

3) Effectiveness

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

4) Influential Supervisory Role

An influential supervisory role is one which influences or affects the behavior of the teacher with respect to the content, processes and outcomes of the teacher's work in the school and classroom.

5) Non-influential Supervisory Role

A non-influential supervisory role is one that exerts little or no influence on the behavior of the teacher with respect to his or her work in the school and classroom.

6) Effective Supervisory Role

An effective supervisory role is one that influences the teacher in such a way that it serves to improve the content, processes, and outcomes of the teacher's work in the school and classroom.

7) Elementary School Teacher

An elementary school teacher is defined as a person who teaches grades four, five, or six, or any combination of these grades and who does not hold an administrative position.

8) Role

A role is defined as a set of activities, attitudes and expectations associated with a position.

9) Perception

Perception is defined as an individual's concepts which represent preferential biases developed out of experience.¹⁹

THEORETICAL BACKGROUND

What is Supervision?

Good defines supervision as

All efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching; and the evaluation of instruction.²⁰

Many writers maintain that the improvement of instruction is the main purpose of supervision. Harris agrees when he describes supervision as what school personnel do for the purpose of maintaining or changing the operation of the school in order to directly influence the attainment of the major instructional goals of the school.²¹ Harnes, too, was of the same opinion when he wrote, "supervision may be broadly defined as services provided for the improvement of instruction."²² Wiles adds

¹⁹Daniel Katz and Robert L. Kahn, The Social Psychology of Organization (New York: John Wiley and Sons, Inc., 1967), p. 188.

²⁰Carter V. Good, (ed.), Dictionary of Education (New York: McGraw-Hill Book Co., Inc., 1959), p. 539.

²¹Ben M. Harris, Supervisory Behavior in Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963), p. 11.

²²H. M. Harnes, "Improving Teaching Through Supervision: How is it working?", Educational Administration and Supervision, Vol. 40, No. 3 (May, 1959), p. 169.

that supervision is assistance in the development of a better teaching-learning situation.²³ Other researchers, including Spears,²⁴ Gwynn,²⁵ Neagley and Evans,²⁶ Swearingen,²⁷ and Eye and Netzer²⁸ agree with this fundamental purpose of supervision.

Seemingly, then, the person who provides leadership to educational workers for the purpose of improving the teaching-learning process must be a supervisor. But exactly who is that person? Wilson and his associates state that a school supervisor

may actually be a school official of any rank, a supervisor of any sort, or a qualified consultant employed from outside the staff of any school district. In any and every instance, though, he will be a person who is plan oriented. . . . That is, his usefulness and effectiveness will depend on his openness to ideas, his knowledge of current trends, methods and possibilities, his creative ability, and his ability to work with other (people)²⁹

²³Kimball Wiles, Supervision for Better Schools (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1967), p. 5.

²⁴Harold Spears, Improving the Supervision of Instruction (New York: Prentice-Hall, Inc., 1953), p. 11.

²⁵J. Minor Gwynn, Theory and Practice of Supervision (New York: Dodd, Mead and Company, 1965), p. 27-32.

²⁶Ross L. Neagley and N. Dean Evans, Handbook for Effective Supervision of Instruction (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1970), p. 1.

²⁷Mildred E. Swearingen, Supervision of Instruction: Foundations and Dimensions (Boston: Allyn and Bacon, Inc., 1962), p. 1.

²⁸Eye and Netzer, op. cit., p. 12.

²⁹Craig L. Wilson, et al., Sociology of Supervision (Boston: Allyn and Bacon, Inc., 1969), p. 185.

The supervisor, although known by a multiplicity of titles, is that person who is directly involved in the improvement of the conditions of learning.³⁰ Lucio and McNeil list the supervisors as follows:

The Superintendent of the district and his professionally trained staff, e.g. assistant superintendent, director, supervisor, coordinator and consultant. The principal and his staff, including the vice-principal, counselor, department chairman, teaching assistant, helping and special teacher. . . . So, too, are cooperating teachers and college staffs . . . university professors and personnel from professional organizations as well as state (provincial) and federal department consultants.³¹

Individuals, then, who perform supervisory functions, by the very nature of their positions have widely divergent interest, but are committed to a common goal -- the improvement of instruction. Some supervisors find it very difficult to make any progress toward that goal, chiefly, because of "the magnitude of their job which prevents many (who are administrators as well) from giving adequate attention to instruction."³² Ziolkowski,³³ after conducting a study in Alberta, reported that supervisors (in this case principals) said that administrative tasks hindered them in providing adequate help to teachers. Thus, the relationship between supervision and administration needs to be clarified.

³⁰Swearingen, op. cit., p. 7.

³¹William H. Lucio and John D. McNeil, Supervision: A Synthesis of Thought and Action (New York: McGraw-Hill Book Co., 1969), pp. 23-25.

³²Adolph Unruh and Harold E. Turner, Supervision for Change and Innovation (Boston: Houghton Mifflin Company, 1970), p. 9.

³³E. H. Ziolkowski, "Practices in the Supervision of Instruction," The Canadian Administrator, Vol. 5, No. 1 (October, 1965), p. 2.

The Relationship between Administration
and Supervision

Eye and Netzer assert that, though there is a dichotomy of functions between administration and supervision, supervision is, nevertheless, a phase of administration.³⁴ There are vast gray or overlapping areas in the categorization of the two functions. Swearingen says "it is probably unnecessary (and somewhat futile) to try to draw a sharp line between supervisory and administrative functions. . . . Since ultimately every act is intended to enhance the learning of children."³⁵ Perhaps, the relationship can best be shown by means of a diagram -- supervision as a subset of administration. Figure 1.

Harris, too, sees the administrative function as being unique. It is characterized "by those activities which are neither remotely nor directly related to pupils or instruction but which tend to give unity to the entire operation by being somewhat related to all functional areas (supervision being one)."³⁶ Therefore, one could say that in order to carry out administration functions, one must become involved in instruction-related and pupil-related activities.

Wilson and his colleagues, in their book Sociology of Supervision, describe the relationship in this way

In the practical world of school development and control, supervision is variously regarded as an administrative function, as an adjunct of administration expressed as 'administration and supervision,' and as a specific task area located somewhere (often indefinitely) between teaching and administrative func-

³⁴Eye and Netzer, op. cit., p. 15.

³⁵Swearingen, op. cit., p. 6.

³⁶Harris, op. cit., p. 10.

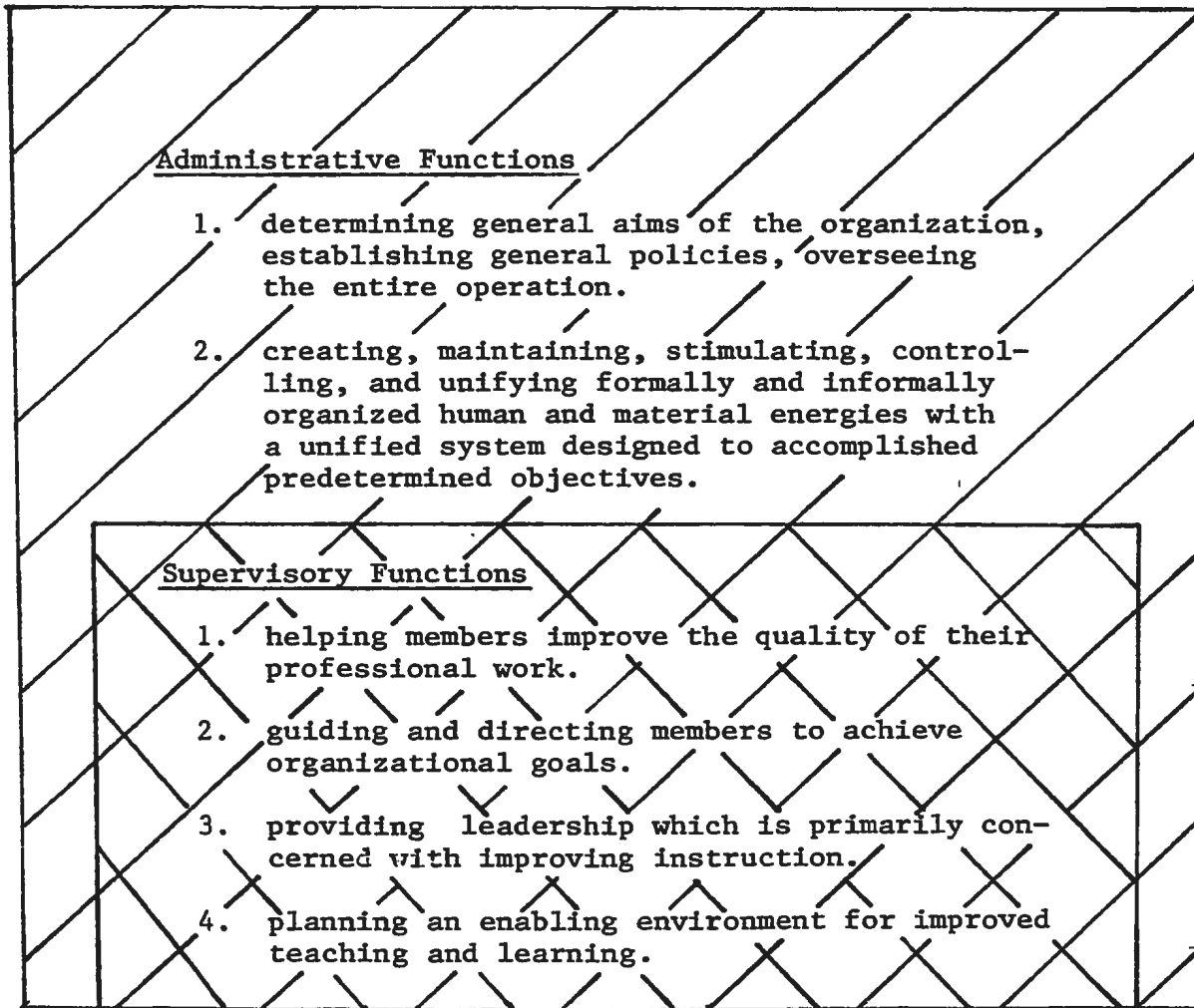


Figure 1. Supervision as a subset of Administration³⁷

³⁷Parsons, op. cit., p. 7.

tions. It is because the teaching role is circumscribed by specific task specifications and because the teaching role is heavily burdened by the necessities of executing or carrying out laws, rules, and regulations of controlling boards, that supervision, precisely because of its necessary linkage with both, is in the best 'natural' position to inherit or assume the planning function.³⁸

These views of the various writers seem to imply and emphasize that administration is the management of school affairs in the general sense whereas supervision is the process of helping teachers to be more effective in the achievement of educational goals -- or, helping them to implement and facilitate the total school program.

It follows, then, "the legal authority for administration and supervision is not separately allocated,"³⁹ therefore, an office may perform both administrative and supervisory functions or each office may specialize in either administrative or supervisory roles. Nevertheless, as the school gets larger, the more clearly defined is the division of labour between administration and supervision. Conversely, in small schools and school systems supervision is the responsibility of administrators. Therefore, a person, e.g. the principal, may perform a dual role -- administrator and supervisor. So, administrative or supervisory roles may be "chiefly administration, primarily supervisory, or a combination of both,"⁴⁰ but "whatever the role within the school system it must carry some responsibility for instructional supervision."⁴¹

³⁸Wilson, et al., op. cit., p. 183.

³⁹Ibid.

⁴⁰Parsons, op. cit., p. 8.

⁴¹Unruh and Turner, op. cit., p. 12

Definition of Role

Roles are the "dynamic aspects of the positions, offices, and statuses within an institution, and they define the behavior of role incumbents."⁴² In the school system these incumbents may be principals, teachers, and professional personnel attached to the district office, for example.

Roles may also be defined in terms of role expectations. The role expectations are the normative obligations and responsibilities attached to the role.⁴³ The supervisory role is no exception. It, too, is "composed of all the behavior patterns related to it or associated with it. Attitudes, values, and expectations are all important ingredients."⁴⁴

Roles, too, are complementary -- interdependent in that each role derives its meaning from other related roles in the organization.⁴⁵ Therefore, the roles of principal and teacher in a school or school system, for example, cannot be really defined, implemented or evaluated except in relation to each other.

It is possible, though, to conceive of a role without really thinking of a particular incumbent. That is, the role expectations would be understood without any consideration of the person occupying the role.

⁴²Roald F. Campbell, et al., Introduction to Educational Administration (Boston: Allyn and Bacon, Inc., 1966), p. 191.

⁴³Ibid.

⁴⁴Unruh and Turner, op. cit., p. 13.

⁴⁵Campbell, et al., loc. cit.

Then, it would be possible for a person to rate a supervisory role rather than the incumbent.

Influential and Effective Supervisory Roles

A supervisory role results from the expectations and perceptions of both the supervisor and supervisee.⁴⁶ This role is influential only if it (through its incumbents) influences or affects the behavior of the teacher with respect to the content, processes, and outcomes of his/her teaching.

Blau and Scott, in reference to employees in a bureaucratic setting, state that "employees assume the contractual obligation to follow managerial directives."⁴⁷ They further point out that a worker really sells his promise to obey commands and to do a minimal amount of work.⁴⁸ If the supervisor (role incumbent) can inspire, motivate, stimulate, and guide the teacher to exceed the basic minimum requirement without displacing the organization's goals or frustrating the teacher's physical, psychological, and social needs, the role is very likely to be perceived as influential.

This, of course, cannot be accomplished without exerting influence that goes far beyond the formal authority of the legal contract which does not encourage teachers to exert effort, to accept responsi-

⁴⁶Unruh and Turner, op. cit., p. 26.

⁴⁷Peter M. Blau and Richard W. Scott, Formal Organizations: A Comparative Approach (San Francisco: Chandler Publishing Company, 1962), p. 140.

⁴⁸Ibid.

bility, or to exercise initiative.⁴⁹ Therefore, to be influential, a supervisor must rely on his knowledge of human wants and needs and his ability to understand the people whom he must "help grow professionally" by using guidance and support. Otherwise, the supervisor will not be successful in helping teachers and the role will be non-influential -- no effect on the teacher's behavior.

An influential supervisory role can be ineffective or effective. The role is ineffective when the supervisor in it exerts the kind of influence which does not serve to improve the content, processes, and outcomes of the teachers' work in the school or classroom. But, if the influence exerted by the supervisor helps the teachers "clarify and sharpen their thinking,"⁵⁰ so that they improve the content, processes, and outcomes of their work in the school or classroom, the role is effective. According to Blau and Scott, to be effective, a supervisor must exert influence which will have a positive result on productivity.⁵¹ Therefore, if a supervisor facilitates teachers' growth in the sense that he a) enhances the teachers' status by a wide use of her talents, b) encourages the questioning of accepted practices for positive action, c) helps the teacher to set more realistic goals, d) helps the teacher to determine pupils' needs, the role will be very effective.

Power, Authority, Influence, and
Effectiveness in Supervision

Hughes and Achilles contend that the supervisor's role is

⁴⁹Ibid.

⁵⁰G. L. Parsons, M.U.N. Gazette, Vol. 4, No. 16 (January 7, 1972), p. 3.

⁵¹Blau and Scott, op. cit., p. 141.

probably not one of creating change, but rather one of facilitating the change process through an understanding of several relatively well defined stages through which an idea moves from the research and investigation stage to the institution-ization stage.⁵²

If a supervisor is to facilitate or stimulate change that may be evaluated as improvement of instruction, he must understand the concepts of power, authority, influence, and effectiveness.⁵³

Power is "the ability to propose and achieve objectives."⁵⁴ This power which Parsons says is the ability to perform may be an attribute of an individual, a group, or an institution.⁵⁵ For example, when an individual has the means to coerce compliance or punish non-compliance, he possesses power.

Authority, on the other hand, is "legitimate power; it is power which accrues to a person by virtue of his role, his position in an organized social structure."⁵⁶

Wilson and his associates maintain that "power is the real force, authority is an attribution. . . . Power represents some controlling force, but authority nothing more than social acquiescence to some form of power."⁵⁷ In other words, real authority depends upon some social

⁵²L. W. Hughes and C. M. Achilles, "The Supervisor as a Change Agent," Educational Leadership, Vol. 28, No. 8 (May, 1971), p. 843.

⁵³Parsons, op. cit., p. 13.

⁵⁴Lucio and McNeil, op. cit., p. 82.

⁵⁵Parsons, loc. cit.

⁵⁶Katz and Kahn, op. cit., p. 220.

⁵⁷Wilson, et al., op. cit., p. 77.

recognition of power derived from the willingness of others to accept it.⁵⁸ For example, if a supervisor has a plan which is accepted by the teachers, then, that supervisor has authority. The moment one gets an acquired plan accepted, e.g. people are willing to be guided by the planner, one has authority. The people who support the plan, also, have authority in the sense that their support of the plan is vital. Once the teachers are not willing to support the supervisor and his plan, his authority as well as the teachers' disappears. Authority, then, is the power to change, the ability to do.

Blau and Scott would probably label the kind of authority discussed above as 'informal authority' which is "legitimated by the common values that emerge in a group."⁵⁹ Their other kind of authority is 'formal' which is "legitimated by the values that have become institutionalized in legal contracts and cultural ideologies."⁶⁰

Authority which rests only on the legal contract or on formal sanctions will never motivate teachers to go beyond minimum performance. A supervisor with this kind of authority only, may never be very effective. Therefore, the effective supervisor is the person who will find ways to acquire informal authority, while the ineffective supervisor may not have informal authority, but he could be helped and guided to acquire it.

⁵⁸Ibid.

⁵⁹Blau and Scott, op. cit., p. 144.

⁶⁰Ibid., p. 141.

A supervisor who cannot acquire informal authority often will rely heavily on the power of his position and formal sanctions to extend his influence.⁶¹ This, of course, will alienate teachers and in no way would the supervisor be effective in helping teachers clarify and sharpen their thinking so as to improve their teaching.

Supervision could very well use both kinds of authority with formal being kept very much in the background. From known knowledge of human beings, and from one's ability to understand and help people, it seems that people (teachers in this case) are more willing to be guided by a person's ideas, plans, and actions than by his formal position. In other words a supervisor will influence teachers more when he relies chiefly on informal authority.

Influence can be defined as the exercise of power by an individual or group which affects the behavior of another individual or group. Katz and Kahn suggest the usual basis for inferring influence is an interpersonal transaction in which one person acts in such a way as to change the behavior of another in some intended fashion.⁶² Research has shown that the principal occupies the most influential supervisory role in guiding and helping teachers.⁶³

With regard to influence, Katz and Kahn state:

Every influence is not successful in producing the intended effect. The effect may be exactly as intended, exactly opposite or there may be no overt behavior change.⁶⁴

⁶¹Ibid., p. 141.

⁶²Katz and Kahn, op. cit., p. 218.

⁶³Parsons, op. cit., p. 99.

⁶⁴Katz and Kahn, op. cit., p. 219.

If a teacher on the advice of the supervisor uses various teaching aids to introduce a concept in mathematics, then, the effect is as intended. If the teacher does not use the aids but now lectures, then the effect, although it may not be opposite, is certainly different from that intended. If the teacher does not react differently than before the supervisor's advice, there is no influence.

The example above is an attempt to directly influence the teacher. Often, supervisors can be just as effective with indirect influence. That is, instead of advising a teacher face to face, literature and teaching aids could be placed in the school where they are easily accessible.

In any case, when a supervisor, directly or indirectly, influences the teachers' behavior which results in the improvement of instruction, the supervisor can be classified as 'effective.' The effectiveness of supervisors is determined by the degree to which the instruction of pupils is improved under their guidance.

Teacher Perception and the Supervisory Role

One way of determining the influence and effectiveness of supervisory roles is through teachers' perceptions. These perceptions can be ascertained from the teachers' responses to and ratings of the various supervisory roles which are perceived by them as being helpful in improving the teaching-learning process.

Perception, then, just what is it? According to Good, it is: in its most limited sense, the awareness of external objects, conditions, relationships, etc., as a result of sensory stimulation; and more broadly, awareness of whatever sort, however brought about.⁶⁵

⁶⁵ Good, op. cit., p. 389.

Bartley agreed when he asserted that "an effective way to look at perception is simply to regard it as the immediate response to energistic impingements on the sense organs."⁶⁶ According to these views, responses, to be perceptual, must be discriminatory. This is what Allport concluded when he wrote "perception can be regarded as nothing more than a discriminatory response."⁶⁷ Katz and Kahn claim that perception is an individual concept which represents preferential biases developed out of experience.⁶⁸

From these definitions, one can conclude that teachers' perceptions would be a subjective survey that may not paint an accurate picture of reality. Nevertheless,

for all practical common sense purposes, people and things are what they are perceived to be. . . . The point is that percepts and concepts are not formed from 'nothing'; they are made up of something that is in the perceiving being, in his repertoire of experience.⁶⁹

How a person perceives things will depend upon his understanding of many factors, one of which is experience.⁷⁰ Other factors, as shown

⁶⁶ S. Howard Bartley, "Perceptions," Encyclopedia of Educational Research, ed. Robert L. Ebel (4th ed.; London: Collier-Macmillan Ltd., 1969), p. 929.

⁶⁷ Floyd H. Allport, Theories of Perception and the Concept of Structure (New York: John Wiley and Sons, Inc., 1967), p. 53

⁶⁸ Katz and Kahn, op. cit., p. 188.

⁶⁹ Wilson, et al., p. 79.

⁷⁰ Frederick Enns, "Perception in the Study of Administration," The Canadian Administrator, Vol. 5, No. 6 (March, 1966), p. 24.

by the research of Parsons,⁷¹ Wertemberger,⁷² Stiles,⁷³ and Walden,⁷⁴ which are significantly related to teachers' perceptions of supervisors are sex, age of teacher, length of teaching experience, grade level taught, and professional preparation.

Wilson and his colleagues add that personal factors such as beliefs, values, self-concepts, opportunities, and needs are all important in determining perception.⁷⁵ Perception, also, will depend upon "the opportunities a teacher had to become aware of the role and the person whose behavior is under consideration."⁷⁶ Although some studies have found differences between supervisors' perceptions of themselves and teachers' perceptions of supervisors, Gwaltney,⁷⁷ Jones,⁷⁸

⁷¹Parsons, op. cit.

⁷²Isabel Wertemberger, "Teachers' Perceptions of Supervisors in the Elementary Schools" (unpublished Master's thesis, The University of South Florida, 1966).

⁷³Crandle C. Stiles, "A Survey of Teacher Opinion Toward Supervision, Supervisors and Teacher Effectiveness" (unpublished Master's thesis, Sacramento State College, 1968).

⁷⁴Everett Lee Walden, "Perceptions of Teachers and Principals Concerning Supervision in Outstanding Large High Schools in Colorado" (unpublished Doctor's dissertation, University of Colorado, 1967).

⁷⁵Wilson, et al., op. cit., p. 166.

⁷⁶Parsons, op. cit., p. 25.

⁷⁷Thomas Marion Gwaltney, Jr., "Selected Aspects of the Perception of the Role of General Elementary Supervisor by the Role Incumbent and Two Referent Roles in Selected School Districts of Missouri" (unpublished Doctor's dissertation, Southern Illinois University, 1963).

⁷⁸William Nevin Jones, "The Relationship of selected variables to the Role of Principal as a Supervisor of Instruction" (unpublished Doctor's dissertation, University of Georgia, 1967).

Walden,⁷⁹ Beckman,⁸⁰ Carlton,⁸¹ and Sandberg,⁸² all reported congruence between the perceptions of teachers and supervisors.

Selected Variables and Teacher Perception

Sex. The writer feels it is reasonable to expect that the sex of the teacher will be significantly related to teacher perception of influence and effectiveness. This is so because female teachers generally, according to Wilson, have short careers which are oriented towards immediate rewards rather than an uninterrupted career in the classroom.⁸³ It is the supervisors who play the major role of keeping these teachers in the job. Consequently, those short career teachers must keep on the "good side" of the supervisors. Seemingly, then, their perception of supervisors will be very positive since they look upon them (supervisors) from the perspective of the "help" given to them. Generally speaking, male teachers are more committed to teaching as a life-long career and are more keenly aware of what is going on in the supervisory process.

⁷⁹Waldon, op. cit.

⁸⁰Donald C. Beckman, "Elementary Principals' and Beginning Teachers' Perceptions of the Effectiveness of Selected Supervisory Techniques" (unpublished Doctor's dissertation, the Pennsylvania State University, 1969).

⁸¹Cecil Glover Carlton, Jr., "Role of Instructional Supervisor as Perceived by Teachers and Principals in Selected Florida Elementary Schools" (unpublished Doctor's dissertation, The Florida State University, 1970).

⁸²Herbert Holmes Sandberg, "Beginning Teachers' and Supervisors' Appraisals of Selected Supervisory Techniques" (unpublished Doctor's dissertation, The Pennsylvania State University, 1963).

⁸³Wilson, et al., p. 15.

Size of town. It is expected that teachers in large towns will differ in their perceptions of supervisory influence and effectiveness from teachers in small communities. This statement is based on the rationale that most of the supervisory personnel are nearer to the teachers (in physical distance) whereas in small communities only the personnel within the school are close to the teachers. Thus, in large communities teachers are easily accessible to most supervisory personnel both internal and external to the school.

Population of area served by the school. Due to centralization of school facilities in Newfoundland and Labrador, many small communities have large centralized school systems which are dependent upon the population of a particular area and not just upon the population of the community itself, where the school is located. It is expected, then, that teacher perception of supervisory personnel of the large centralized rural system will differ from teacher perception in the small and sometimes isolated communities. This is so because in small community schools the only supervisor is the principal who teaches full time and does not have the time nor the training to help teachers. It is also expected that teacher perception of supervisory personnel in the urban areas will differ from the perception of teachers in the small communities because the teachers of the larger urban area are closer to external supervisory personnel, plus the fact that larger areas attract personnel who are expert in the supervisory techniques of helping teachers.

Type of school board. Since the school boards of Newfoundland and Labrador are organized along denominational lines (21 Integrated, 12 Roman Catholic, 1 Pentecostal, and 1 Seventh Day Adventist), it is

expected that the perceptions of teachers regarding supervisory influence and effectiveness will reflect the particular philosophy of their religion. This really is a variable open to investigation and the researcher will not state the direction which the data will lead. If, however, there is a significant difference in the perception of teachers of the various religions, then, this information will be invaluable in the reorganization of supervisory roles.

Grade or grades taught. The research findings of Parsons,⁸⁴ Wertemberger,⁸⁵ and Walden⁸⁶ indicated that there were significant differences in teacher perception of supervisory help between grade levels, e.g. primary, elementary, intermediate or high. Since this study deals with teacher perception of one level, elementary, it is expected that most teachers will perceive supervisors as being very helpful. This is so because at this level there are many inexperienced and poorly trained teachers who become the object of the supervisor's help. Wilson reasons that

supervisors often avoid the experienced and better trained teachers by rationalizing that these teachers do not need assistance, then, they (the supervisors) can concentrate on marginal persons -- the young, the inexperienced and the inept.⁸⁷

With these teachers, the supervisors feel safe and secure.

⁸⁴Parsons, op. cit.

⁸⁵Wertemberger, op. cit.

⁸⁶Walden, op. cit.

⁸⁷Wilson, et al., p. 7.

The differences between grade levels will be discovered when the findings of the four studies presently being conducted at the different grade levels are analyzed. The other three studies are being done by Bullen,⁸⁸ Doyle,⁸⁹ and Condon.⁹⁰

Size of school. It is expected that teacher perception of supervisory influence and effectiveness is significantly related to the size of school. There are several reasons for this statement. First, in a small school (5 teachers or less) the principal is a full-time teacher and does not have the time to spend in helping teachers become more effective. Furthermore, the small schools either are in isolated communities or are far removed from personnel external to the school. Consequently, both external or internal supervisory personnel spend little time in helping the teachers in small schools.

Secondly, in large schools (25 or more teachers) the relationship between teachers and supervisory personnel often lacks personal rapport in the sense that supervisors, both within and outside the school, do not see and meet with teachers regularly. Wilson says "nobody in his

⁸⁸Frederick Bullen, "A Study of Influential and Effective Supervisory Roles as Perceived by the Primary Teachers of Newfoundland and Labrador" (unpublished Master's thesis, Memorial University of Newfoundland, 1972).

⁸⁹Sister Teresa Doyle, "A Study of Influential and Effective Supervisory Roles as Perceived by the Junior High School Teachers of Newfoundland and Labrador" (unpublished Master's thesis, Memorial University of Newfoundland, 1972).

⁹⁰Raymond Condon, "A Study of Influential and Effective Supervisory Roles as Perceived by the High School Teachers of Newfoundland and Labrador" (unpublished Master's thesis, Memorial University of Newfoundland, 1972).

right mind would argue that a principal (or any other supervisor) could supervise 50 teachers weekly on a face-to-face basis."⁹¹ Consequently, many teachers in very large schools find themselves working without help, guidance or direction. It seems, then, that in the medium size schools (those between the two extremes mentioned above) teacher perception of supervisors will be most positive. This is so because the internal supervisory staff -- the principal and vice-principal -- have the time to help their teachers. It is true, also, that external supervisors coming to a relatively accessible school of this size can easily make personal or group contact with all of the staff.

Teaching experience. Differences in the perception of the supervisory role between beginning and experienced teachers are expected. Wilson contends that when supervisors external to the school come into direct contact with teachers, they find themselves in confrontations which they solve by working primarily with the inexperienced teachers. They (supervisors) find these teachers most responsive, easiest to work with, less threatening and most visible, that is, needs most easily diagnosed.⁹² Consequently, as Wilson goes on to say, teachers with sufficient experience, training, and local prestige are omitted from the serious concerns of supervisors.⁹³

Gross and Herriot state that the reason for marked differences between the perceptions of beginning and experienced teachers is that

⁹¹Wilson, et al., p. 8.

⁹²Ibid., p. 19.

⁹³Ibid.

the experienced teacher, through contact with the collegial norms of other teachers and association with supervisory roles, has an opportunity to learn the real role of the person with an obligation to help the teacher.⁹⁴ The beginning teacher internalizes to some degree an idealized conception of the supervisory role during his training phase that provides him with a standard of performance in the reality phase whereas the experienced teacher has mellowed the idealized conception by experience with reality.⁹⁵

Professional and academic training. According to Gross and Herriot, "Role expectations are typically learned from the preparatory phase of institutional life and from past experience."⁹⁶ During this phase of professional and academic training, teachers and supervisors internalize a definition of the supervisory role which "stresses the obligation of the supervisor to improve the quality of staff performance."⁹⁷ It is assumed that the knowledge of the supervisory role gleaned from the literature read or studied during the professional training stage increases with training. Seemingly, then, the longer the period of training, the more intense the internalization of an idealized conception of the supervisory role. It follows, then, that if the supervisor

⁹⁴ Neal Gross and Robert E. Herriot, Staff Leadership in Public Schools: A Sociological Inquiry (New York: John Wiley and Sons, Inc., 1965), p. 99.

⁹⁵ Parsons, op. cit., p. 48.

⁹⁶ Gross and Herriot, op. cit., p. 92.

⁹⁷ Ibid., p. 22.

does not perform up to the expectations of the supervisee, he will not be rated either influential or effective.

HYPOTHESES

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

Hypothesis 1

The perceived influence of each supervisory role will decrease as the physical distance between the supervisor and teacher increases.

Hypothesis 2

Sex is significantly related to teachers' perceived influence of each supervisory role.

Hypothesis 3

Size of town is significantly related to teachers' perceived influence of each supervisory role.

Hypothesis 4

Population of the area served by the school is significantly related to teachers' perceived influence of each supervisory role.

Hypothesis 5

Type of school board is significantly related to teachers' perceived influence of each supervisory role.

Hypothesis 6

Grade taught by the teacher is significantly related to teachers' perceived influence of each supervisory role.

Hypothesis 7

Size of school is significantly related to teachers' perceived influence of each supervisory role.

Hypothesis 8

Teaching experience is significantly related to teachers' perceived influence of each supervisory role.

Hypothesis 9

Professional and academic preparation of teachers is significantly related to teachers' perceived influence of each supervisory role.

Hypothesis 10

The perceived effectiveness of each supervisory role will decrease as the physical distance between the supervisor and teacher increases.

Hypothesis 11

Sex is significantly related to teachers' perceived effectiveness of each supervisory role.

Hypothesis 12

Size of town is significantly related to teachers' perceived effectiveness of each supervisory role.

Hypothesis 13

Population of the area served by the school is significantly related to teachers' perceived effectiveness of each supervisory role.

Hypothesis 14

Type of school board is significantly related to teachers' perceived effectiveness of each supervisory role.

Hypothesis 15

Grade taught by the teacher is significantly related to teachers' perceived effectiveness of each supervisory role.

Hypothesis 16

Size of school is significantly related to teachers' perceived effectiveness of each supervisory role.

Hypothesis 17

Teaching experience is significantly related to teachers' perceived effectiveness of each supervisory role.

Hypothesis 18

Professional and academic preparation of teachers is significantly related to teachers' perceived effectiveness of each supervisory role.

Hypothesis 19

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

CHAPTER II

REVIEW OF RELATED RESEARCH LITERATURE ON EDUCATIONAL SUPERVISION

Wertenberger,¹ after completing a thorough review of the research literature on Educational Supervision in the 1950's and early 1960's concluded that "supervisors' perceptions of themselves have been the subject of a great many studies. . . . Research concerning teachers perceptions of supervisors is clouded by questions which appear to reflect ambiguity in teacher-administrator relations."² She continued "although supervisors and teachers seem to have different perceptions about supervisors, we cannot know precisely what these differences are until teachers' perceptions of supervisors have been researched more thoroughly."³

The research completed since the mid-1960's reflects this need to investigate teachers' perceptions of supervisors and supervisory roles. The studies in supervision reviewed in this chapter will, it is hoped, contribute to the clarification of teachers' perceptions of supervisory roles with regard to influence and effectiveness.

The research reviewed can be broken down into two categories:

¹Isabel Wertenberger, "Teachers' Perceptions of Supervisors in the Elementary Schools" (unpublished Master's thesis, The University of South Florida, 1966).

²Ibid., p. 31.

³Ibid.

- 1) Studies related to teachers' perception of supervisory roles and supervisory practices; for example, the studies of Parsons, Wertenberger, Ziolkowski, Ryans, Stiles, Croft, and Blumberg and Amidon.⁴
- 2) Studies related to the congruence of teachers' and supervisors' perceptions of supervisory influence and effectiveness; for example, the studies of Jones, Walden, Beckman, Carlton, Marquit, Sandberg, and Gwaltney.⁵

A brief review of the research literature relevant to this study follows.

The Parsons Study, 1971⁶

The main purpose in conducting the study was to determine the supervisory styles and behavior of effective supervisors as perceived by teachers. In order to achieve this purpose, the influential and effective supervisory roles as perceived by teachers were identified and analyzed.

The findings relevant to influence and effectiveness were:

1. The influence of supervisory roles
 - (a) The principal was perceived to be the most influential.
 - (b) The next six most influential roles were other teachers, program consultant, inspector, assistant or vice-prin-

⁴These research studies are reviewed on the pages following.

⁵Ibid.

⁶G. L. Parsons, "Teacher Perceptions of Supervisory Effectiveness: An Analysis of Supervisory Roles in School Systems" (unpublished Doctor's dissertation, University of Toronto, 1971).

cipal, area, district, or regional superintendent, and resource teacher.

- (c) Certain factors were significantly related to teachers' perceptions of six of the seven most influential roles.
- i) beginning teachers perceived 'other teachers' to be most influential.
 - ii) primary and junior grade, female, public school teachers perceived program consultants to be most influential.
 - iii) primary and junior grade, female teachers (with one year professional preparation and ten years or more teaching experience) in medium size, separate, city schools perceived inspectors to be most influential.
 - iv) intermediate grade teachers (with two or three years of professional preparation) in medium or large size, public city schools perceived the vice-principal to be most influential.
 - v) county, female, primary grade level, beginning and experienced teachers with two or three years of professional training perceived the area, district or regional superintendent to be most influential.
 - vi) primary and junior grade teachers perceived the resource teacher to be more influential than did intermediate grade teachers.

2. The effectiveness of supervisory roles

- (a) The seven most influential roles were also perceived by the teachers as the most effective roles in serving to improve the content, processes, and outcome of the teachers' work in the school and classroom.
- (b) The principal was rated significantly higher on effectiveness than any other role.
- (c) Certain factors were significantly related to teachers' perception of the effectiveness of the seven most influential roles.
 - i) junior grade teachers perceived the principal to be significantly more effective than did intermediate grade teachers.
 - ii) beginning teachers found 'other teachers' to be more helpful than did more experienced teachers.
 - iii) primary and junior grade, female, public, city school teachers perceived the 'program consultant' to be most effective.
 - iv) in large public schools, teachers of intermediate grade levels perceived vice-principals to be most effective.
 - v) female, junior grade, separate school teachers perceived inspectors to be most effective.
 - vi) primary and junior grade teachers perceived resource teachers to be most effective.
 - vii) county teachers perceived the area, district or regional superintendents to be most effective.

The Wertemberger Study, 1966⁷

The purposes of the study were to ascertain teachers' perceptions of supervisors in elementary schools and to attempt to determine if any personal or situational characteristics of teachers are related to these perceptions.

1. Her findings revealed that:

- (a) Teachers have positive attitudes about supervisors.
- (b) Teachers indicated particular satisfaction with supervisor's understanding of environmental restrictions, practice of good human relations, possession of pleasant personal qualities, and improvement of instruction.
- (c) Differences in teachers' perceptions of supervisors were significantly related to
 - i) grade level taught
 - ii) age of teacher
 - iii) length of teaching experience

The Ziolkowski Study, 1965⁸

The purpose of this study in supervisory practices was to analyze the responses of teachers in twenty-four schools which were perceived by administrators as superior in promoting teacher effectiveness and the responses of teachers in twenty-four schools which were perceived by administrators as inferior in promoting teacher effectiveness in order to determine whether there were differences in

⁷Wertemberger, op. cit.

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

- (a) the extent to which certain supervisory practices had been employed with the teachers over the preceding year.
- (b) the teachers' perceptions of the principal's general supervisory style.

The findings were as follows:

1. Individual supervisory practices (there were no significant differences between both groups)
 - (a) In both categories of schools, the principals perceived supervision of instruction as being of equal or slightly greater importance than other administrative duties, but they felt that heavy demands of teaching and other duties hindered their adequate involvement in supervision.
 - (b) Just over two-thirds of the teachers reported having received no formal classroom visits from principals.
 - (c) Sixty-two per cent of the teachers reporting visitations were interim staff. This suggests the purpose of the visits was to evaluate for tenure rather than assist in improving classroom performance.
 - (d) Over ninety per cent of the teachers reported having observed no demonstration lessons and a similar number reported that they had paid no visits to the classrooms of other teachers for the purpose of observing their methods.
 - (e) Over two-thirds of the teachers reported short classroom visits by principals in connection with administrative routines.

2. Group supervisory practices (there were significant differences between two groups)
 - (a) Teachers in superior schools perceived that a higher degree of importance was attached to discussion in their staff meetings of topics directly related to improvement of teaching than was perceived by teachers in inferior schools.
 - (b) Twice as many teachers in superior schools as in inferior schools reported the appointment of one or more committees to study problems related to teaching and curricula.

3. Teachers' perceptions of principals in superior schools differed significantly from teachers' perception of principals in inferior schools. Teachers perceived the principal in the superior school to be
 - (a) more industrious
 - (b) more keenly aware of what is going on
 - (c) better prepared whenever he was expected to make a public presentation
 - (d) more interested in teachers as individuals
 - (e) more approachable in terms of the extent to which teachers felt they could discuss problems freely with him
 - (f) making a greater effort in planning a timetable to accommodate teachers' specialties
 - (g) more willing to involve teachers in decision making
 - (h) more supportive of teacher authority

- (i) more supportive in providing teacher aids and materials
- (j) More aggressive with regard to curriculum study and development
- (k) more encouraging of innovations and new ideas

The Ryans Study, 1960⁹

Between 1950 and 1960, David Ryans and his staff used approximately one hundred nationwide projects surveying certificated personnel to assess the attitudes of teachers.

The survey pertinent to this study was called "The Inventory of Teacher Opinion" designed to ascertain teachers' perceptions of supervisory personnel. Relevant findings were as follows:¹⁰

- (1) Elementary teachers, as a group, showed more favourable perceptions toward supervisory personnel than did secondary teachers.
- (2) Secondary teachers tended to be more homogeneous in their perceptions than did the elementary teachers.
- (3) There was no significant difference between the age of teachers and their perception of supervisors, either at the elementary or secondary level.
- (4) The data provided an estimate of consensus of confidence in supervisory personnel of both the elementary and secondary schools.

⁹David G. Ryans, Characteristics of Teachers: Their Description, Comparison, Appraisal (Washington, D. C.: American Council on Education, 1960).

¹⁰Ibid., p. 143.

The Stiles Study, 1968¹¹

The purpose of the study was to assess teacher opinion concerning supervisors, supervision and teacher effectiveness. He concluded:

- (1) Supervisory personnel are respected by certified employees (teachers), but are not considered to be effective in improving instruction.
- (2) The belief that supervisors are instructional leaders has been a popular myth for many years. No solution to this dilemma was offered by the findings except that educators want the myth to become a reality: supervisors should fulfill the role of the instructional leader.

The Croft Study, 1965¹²

Defining supervision as the 'effects to stimulate, coordinate and guide the continued growth of teachers,' John Croft and Jean Hills attempted to find out the state of supervisory practices in one school district. The researchers reached the following conclusions:

- (1) Most of the teachers had not been observed very much by the principal.
- (2) Instructional matters were infrequently discussed at staff meetings.

¹¹Crandle C. Stiles, "A Survey of Teacher Opinion Toward Supervision, Supervisors and Teacher Effectiveness" (unpublished Master's thesis, Sacramento State College, 1968).

¹²John C. Croft, "The Principal as Supervisor: Some Descriptive Findings and Important Questions," Journal of Educational Administration, VI, No. 2 (October, 1968). pp. 162-172 cited by G. L. Parsons, op. cit. p. 71.

- (3) Teachers were the main sources of help to the teachers regarding teaching performance.
- (4) Teachers perceived the principal's major responsibility to be in the area of budget, coordination, policy, and public relations.

The Blumberg and Amidon Study, 1964¹³

The purpose of the study was to discover teachers' perceptions of the supervisory conference and to relate these perceptions to teachers' productivity of the conference. Their findings showed that:

- (1) Teachers perceived the supervisors to be most productive when they engaged in indirect supervisory behavior.
- (2) Teachers perceived themselves as learning more about themselves when the supervisor used both indirect and direct supervisory behavior.

For the purposes of their study, direct supervisory behavior was defined operationally as 'giving information or opinion, giving directions or commands, and giving criticisms,' while indirect supervisory behavior was defined as 'accepting feeling, praising or encouraging, accepting ideas, and asking questions.'

The Jones Study, 1967¹⁴

The purpose of the study was to compare the perceptions of

¹³Arthur Blumberg and Edmund Amidon, "Teacher Perceptions of Supervisor-Teacher Interaction," Administrator's Notebook XIV, No. 1 (September, 1965).

¹⁴William Nevin Jones, "The Relationship of Selected Variables to the Role of the Principal as a Supervisor of Instruction" (unpublished Doctor's dissertation, University of Georgia, 1967).

principals and teachers relative to the role of the principal as a supervisor of instruction and to investigate the relationship of selected variables to these perceptions. His findings revealed that:

- (1) Elementary teachers' perceptions differed significantly from their principal's perception of the supervisory role.
- (2) Perceptions of the principal's supervisory role did not differ significantly in schools of different sizes.
- (3) Regarding the professional orientation of principals, there was no significant difference between principals' and teachers' perceptions.

The Walden Study, 1967¹⁵

The purpose of the study was to determine the perceptions of principals and teachers concerning supervision so as to provide a framework for the improvement of supervision.

He discovered that, in general, teachers and principals agreed in their perceptions concerning supervision, but there are important areas of disagreement.

- (1) Principals perceived supervision as a process of helping the teacher while teachers perceived supervision as inspection, administration, or help.
- (2) One-half of the teachers perceived the central office supervisory personnel as ineffective compared to one-quarter who perceived them to be effective. The principals

¹⁵Everett Lee Walden, "Perceptions of Teachers and Principals Concerning Supervision in Outstanding Large High Schools in Colorado" (unpublished Doctor's dissertation, University of Colorado, 1967).

perceived these supervisors to be relatively more effective than the teachers.

- (3) Significant differences in perception were found when teachers were grouped by degrees held, teaching experience, age of teacher, subject areas and preparation in subject field.
- (4) There were no significant differences between male and female teachers' perceptions concerning supervision.

The Beckman Study, 1969¹⁶

The purpose of the study was to ascertain how elementary principals and beginning teachers perceived the effectiveness of selected supervisory techniques. He concluded:

- (1) Beginning teachers perceived their principals as ineffective in five of the seven supervisory techniques.
- (2) In rating the effectiveness of each technique, there was no significant difference between the principals' and the teachers' perceptions.
- (3) The principals and teachers were congruent in their perceptions of the supervisory service provided.

The Carlton Study, 1970¹⁷

This study was undertaken to determine the role of the instruc-

¹⁶Donald C. Beckman, "Elementary Principals' and Beginning Teachers' Perceptions of the Effectiveness of Selected Supervisory Techniques" (unpublished Doctor's dissertation, The Pennsylvania State University, 1969).

¹⁷Cecil Glover Carlton, Jr., "Role of Instructional Supervisor as Perceived by Teachers and Principals in Selected Florida Elementary Schools" (unpublished Doctor's dissertation, The Florida State University, 1970).

tional supervisor as perceived by teachers and principals. It examined the purpose of supervision, the actual and ideal roles of supervisors, and the occurrence of certain trends in supervision.

The data revealed that:

- (1) Differences do exist in the actual role of the supervisor when responses were examined by sex, professional preparation, and teaching experience. The greatest differences were between the principals' and teachers' perceptions.
- (2) No meaningful differences in the role were discovered when perceptions were examined in the same way as they were for the actual role.
- (3) There is a large area of agreement but the potential for misunderstanding arising from mismatched perceptions was clearly apparent. Supervisors must be sensitive to the need for the clarification of role expectations.

The Marquit Study, 1967¹⁸

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

Marquit found the following:

¹⁸Lawrence J. Marquit, "Perceptions of the Supervisory Behavior of Secondary School Principals in Selected Schools of New York State" (unpublished Doctor's dissertation, Syracuse University, 1967).

- (1) Principals perceived themselves as providing supervisory stimuli more frequently than did teachers perceive them as doing so. Overall, teachers perceived their principals as 'rarely' or 'sometimes' providing supervisory stimuli, while principals perceived themselves as 'often' providing supervisory stimuli.
- (2) Teachers tended to score higher on their perceptions of the principals' supervisory stimuli as
 - a) their ages increased
 - b) their experience increased
 - c) the size of the school increased
 - d) preparation for teaching increased

The Sandberg Study, 1963¹⁹

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

- (1) Disagreement between supervisors and beginning teachers over the value of determining
 - a) the extent to which books and instructional materials were being used
 - b) the completeness of lesson plans
 - c) the extent to which prescribed courses of study were being used
 - d) what constituted efficient pupil control

¹⁹Herbert Holmes Sandberg, "Beginning Teachers' and Supervisors' Appraisals of Selected Supervisory Techniques" (unpublished Doctor's dissertation, The Pennsylvania State University, 1963).

- e) the effective use of bulletin boards and other visual aids
 - f) class supervision for purpose of evaluation
- (2) Beginning teachers felt too many new materials such as curriculum guides and courses of study were presented to them at one time.
- (3) Beginning teachers felt that supervisors' participation in faculty meetings to share new ideas and methods was effective.
- (4) Ninety-five per cent of the techniques dealing with the supervisory conference was rated as effective by both beginning teachers and supervisors.
- (5) Both beginning teachers and principals agreed that sixty of the sixty-seven techniques rated in the study were effective.

The Gwaltney Study, 1963²⁰

The main purpose of the study was to analyze the role of 'the elementary supervisor' and attempt to discover whether 'the elementary supervisor's perception of his role differed significantly from superintendents' and teachers' perception of his role.'

Gwaltney concluded that:

- (1) The major portion of the 'elementary supervisor's' role is

²⁰Thomas Marion Gwaltney, Jr., "Selected Aspects of the Perception of the Role of General Elementary Supervisor by the Role Incumbent and Two Referent Roles in Selected School Districts of Missouri" (unpublished Doctor's dissertation, Southern Illinois University, 1963), cited by G. L. Parsons, op. cit., p. 64.

administrative. He is 'in charge of' the total elementary program and in the administrative chart is directly under the district superintendent and is responsible to him.

- (2) "There was consensus between superintendents and supervisors concerning the accuracy of perception of the elementary supervisory role by referent groups."²¹
- (3) Although there were significant differences concerning perception of the actual supervisory role, a rather high degree of consensus exists among the three major professional groups of supervisors, superintendents and teachers concerning what the supervisory role ideally should be.

The review of the literature appears to substantiate the professional opinion stated in the introduction of this chapter that supervisors' perceptions of themselves as well as teachers' perceptions of their supervisors have been the subject of many studies. Although some areas of disagreement are apparent, there are many areas of agreement found in the various studies and much empirical knowledge has been gained from the research. Variables which could differ from one school system to another and from one time to another may affect and account for some of the differences.

No study of teachers' perceptions of supervisory roles has been conducted in Newfoundland and Labrador. Although supervisors and teachers seem to have different perceptions about supervisors and their role, we cannot know with any degree of certainty what these differences may be

²¹Ibid.

until teachers' perceptions of supervisors and their role have been researched.

The influence and effectiveness of supervisors and their role certainly need to be studied. Perhaps the most significant way to view supervisory behavior is through the eyes of the teacher.²²

There is need for research in this area, and the investigator hopes the present study will be of some value in adding to our present understanding.

²²B. M. Harris, "Need for Research on Instructional Supervision," Educational Leadership XXI: 129-135 (November, 1963), p. 135.

CHAPTER III

METHODOLOGY AND RESEARCH DESIGN

This chapter is concerned with describing the locale of the study and the population from which the sample was drawn, the nature of the instrument, the process of data collection, and finally, the treatment of the data to solve the problems of the study.

The Locale of the Study

This study deals with elementary school teachers' perceptions of influential and effective supervisory roles in the schools, school systems, Department of Education, professional organization and university in the Province of Newfoundland and Labrador. The whole province is divided into 35 educational districts -- 21 Integrated, 12 Roman Catholic, 1 Pentecostal, and 1 Seventh Day Adventist. The Pentecostal and Seventh Day Adventist have the whole province as the boundaries for their educational districts. The Integrated districts are shown in Figure 2 and the Roman Catholic in Figure 3.

The Population of the Study

The population of this study consists of all the full-time teaching personnel (exclusive of formally designated supervisory and administrative staff) at the elementary school level (grades 4, 5, and 6) supported by any of the 35 educational districts in the province.

There were 1,179 elementary school teachers employed by the province's 35 school districts. This population was obtained from the



Figure 2. Integrated Educational Districts

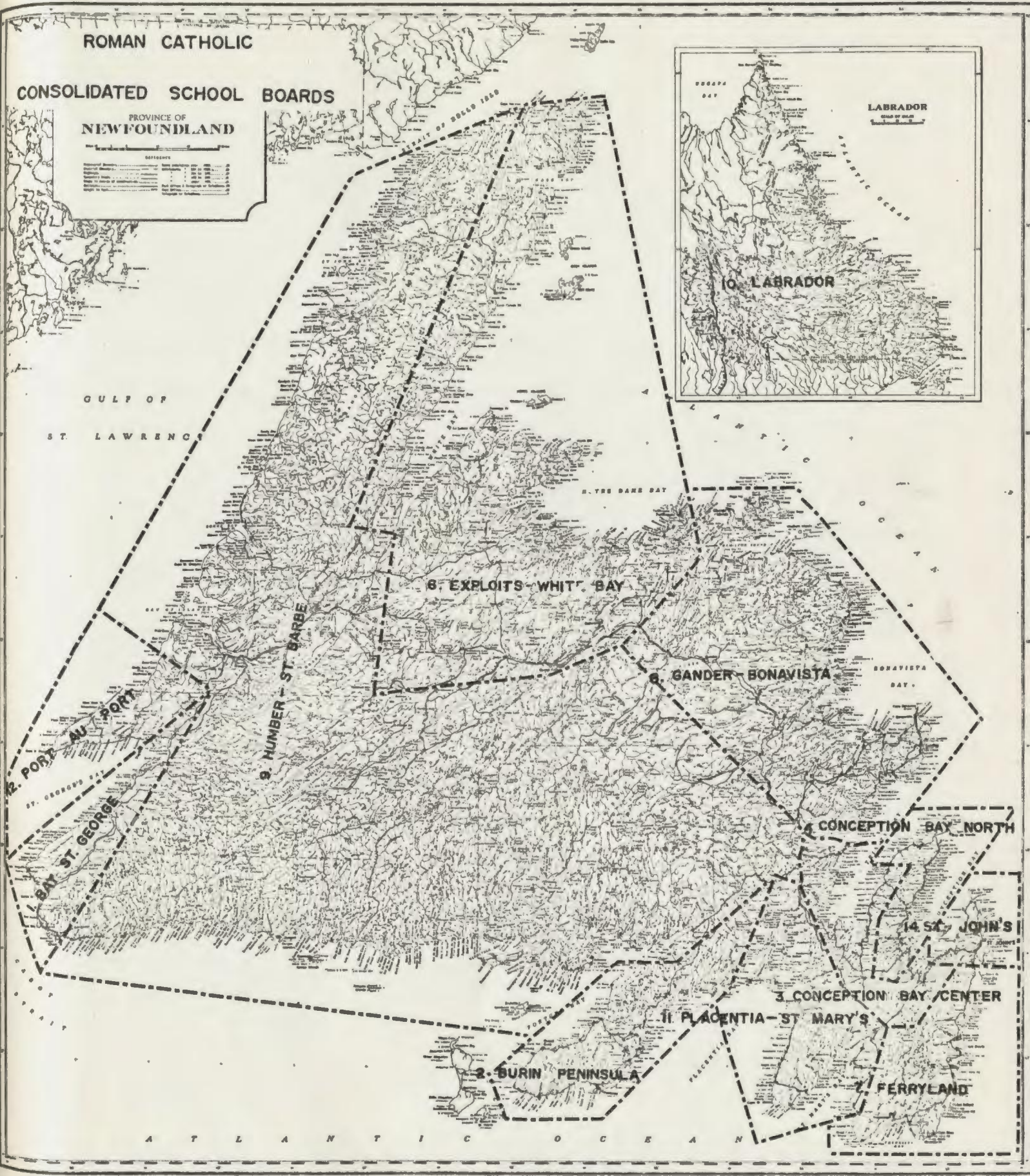


Figure 3. Roman Catholic Educational Districts

Department of Education records for the school year 1971-72. The exact population was determined from the notices of school opening forwarded to the Department of Education by each teacher. This was further verified by checking with the report for the month of November forwarded to the same department by each school principal.

The Sample

From the lists of names obtained from the Department of Education, 300 elementary school teachers or approximately 25 per cent were selected by using Edward's¹ table of random numbers. Of the 300 teachers in the sample, 245 or 81 per cent returned a completed questionnaire.

Table 1 shows the number of respondents according to sex. One-third of the sample are males and two-thirds females. This approximates the distribution of male and female elementary teachers in this province.²

Table 2 shows the number of teachers by the population of the town and by the population of the area served by the school. The table indicates that 65 per cent of the respondents teach in communities with less than 5,000 population, 35 per cent of these are in communities with populations between 1,000 and 5,000. The table, also, indicates that 61 per cent of the respondents teach in schools that serve areas with less than 5,000 population, 40 per cent of these teach in schools that serve areas with populations between 1,000 and 5,000.

¹Allan L. Edwards, Statistical Analysis (New York: Holt, Rinehart and Winston, Inc., 1969), pp. 206-210.

²Statistical Supplement to the Annual Report of the Department of Education and Youth, Province of Newfoundland and Labrador (June 1971), p. 23.

TABLE 1
DISTRIBUTION OF SAMPLE BY SEX

Sex	Respondents	
	Frequency	Per cent
Male	82	33.5
Female	163	66.5
Totals	245	100.0

TABLE 2
DISTRIBUTION OF SAMPLE BY POPULATION OF TOWN
AND BY POPULATION OF AREA SERVED BY SCHOOL

Population	Respondents			
	Town		Area	
	Frequency	Per cent	Frequency	Per cent
Less than 500	30	12.2	11	4.5
500 - 999	43	17.6	40	16.3
1,000 - 4,999	87	35.5	99	40.4
5,000 - 10,000	41	16.7	63	25.7
More than 10,000	44	18.0	32	13.1
Totals	245	100.0	245	100.0

The number of respondents by type of school board is given in Table 3. One hundred and forty-eight or 60.4 per cent of the respondents are employed by Integrated school boards, while 33.9 per cent and 5.7 per cent are employed by the Roman Catholic and Other (Pentecostal and Seventh Day Adventist) school boards respectively. This distribution of percentages compares favourably with the provincial listing of teachers by school board -- 57 per cent Integrated, 39 per cent Roman Catholic, and 5.9 per cent Other boards.³

From Table 4, it can be seen that those teachers who responded are fairly evenly distributed over Grade 4, 5, 6 or a combination of Grades 4, 5, and/or 6. Those respondents teaching Grade 4 seem to be overly represented but the population was weighted by Grade 4 teachers. This phenomenon is explained by the fact that most of the elementary schools are teaching Grades K to 6 or Grades 4 to 6, and many of the Grade 5 and 6 teachers are part-time administrators which necessitated their omission from the population causing the random sample to be skewed.

Table 5 gives the number of respondents by the size of school. The table indicates that approximately 65 per cent of the respondents teach in schools which have between 6 and 18 teachers on the staff. The other 35 per cent is divided between the small schools (2-5 teachers) with 13.9 per cent of the respondents and the large schools (more than 18 teachers) with 19.6 per cent.

The teaching experience of the respondents is given in Table 6. Thirteen percent of the respondents have less than 1 year teaching exper-

³Ibid.

TABLE 3
DISTRIBUTION OF SAMPLE BY TYPE OF SCHOOL BOARD

Type of School Board	Respondents	
	Frequency	Per cent
Integrated	148	60.4
Roman Catholic	83	33.9
Other	14	5.7
Totals	245	100.0

TABLE 4
DISTRIBUTION OF SAMPLE BY GRADE TAUGHT

Grade	Respondents	
	Frequency	Per cent
4	82	33.5
5	60	24.5
6	55	22.4
4 - 6*	48	19.6
Totals	245	100.0

*This means respondents are teaching a combination of Grades 4, 5, and/or 6.

TABLE 5
DISTRIBUTION OF SAMPLE BY SIZE OF SCHOOL

Size of School	Respondents	
	Frequency	Per cent
2 - 5 Teachers	34	13.9
6 - 11 Teachers	105	42.8
12 - 18 Teachers	58	23.7
More than 18 Teachers	48	19.6
Totals	245	100.0

TABLE 6
DISTRIBUTION OF SAMPLE BY EXPERIENCE

Experience	Respondents	
	Frequency	Per cent
Less than 1 Year	32	13.1
1 - 3 Years	64	26.1
4 - 10 Years	93	38.0
11 - 20 Years	39	15.9
More than 20 Years	17	6.9
Totals	245	100.0

ience, 39 per cent have less than 4 years, and 77 per cent have 10 years or less. This leaves 23 per cent with 11 years or more, and 7 per cent with 20 years or more.

Table 7 shows that the respondents, classified according to academic and professional training, are fairly evenly distributed. Approximately, 52 per cent of the respondents have 2 years or less, and 48 per cent have 3 years or more. Very few respondents have less than 1 year (3.2 per cent), and more than 5 years (3.2 per cent), but 70 per cent have between 1 and 3 years of preparation.

TABLE 7
DISTRIBUTION OF SAMPLE BY ACADEMIC AND
PROFESSIONAL TRAINING

Training	Respondents	
	Frequency	Per cent
None	4	1.6
Less than 1 Year	4	1.6
1 Year	50	20.4
2 Years	71	29.0
3 Years	51	20.8
4 Years	39	15.9
5 Years	18	7.4
6 Years	4	1.6
More than 6 Years	4	1.6
Totals	245	100.0

Collection of Data

The main purpose of this study was to determine what supervisory roles, as perceived by elementary teachers, are influential and effective in helping teachers improve the content, processes, and outcomes of their teaching. To achieve this, a process of identifying influential and effective supervisory roles was necessary. A questionnaire was employed which asked elementary teachers to identify, from a list of possible supervisory roles, those roles which influenced their behavior as a teacher. Next, teachers were asked to rate each influential role on the extent to which that role helped them improve their behavior as a teacher with respect to the content, processes, and outcomes of their teaching.

On January 28, 1972, each teacher in the sample was mailed a copy of the questionnaire along with cover letters from the Department of Educational Administration at Memorial University and the Newfoundland Teachers' Association. A self-addressed pre-stamped envelope was enclosed to facilitate the returning of the questionnaire. Also, a self-addressed pre-stamped postcard (to be returned separately from the questionnaire) was used to facilitate follow-up procedures.

A follow-up letter was sent on February 22nd, and a second copy of the questionnaire followed on March 9th. The cut-off date of April 17th was set to give sufficient time for key punching and data analysis. By that time, 245 of the 300 questionnaires, or 81 per cent of the total sample had been received.

Nature of the Instrument

The research instrument utilized in this study was Forms A, B,

and C of Teacher Identification and Description Of Supervisory Roles⁴ developed by Dr. G. L. Parsons. Since only the first 3 forms were used, the name was changed to Teacher Identification of Influential and Effective Supervisory Roles. This instrument was made applicable to the Newfoundland and Labrador situation by deleting the roles that did not apply in this province.

Form A of the instrument requested information on the sex of teacher, size of town in which school is located, population of the area served by the school, type of school board, grade taught by the teacher, size of school, teaching experience, and professional and academic preparation of teachers.

Form B lists the possible supervisory roles in the school, school systems, Department of Education, and professional organization and university. In each of these four categories teachers were permitted to add any other supervisory roles which they could identify. This form asked teachers, first, to identify each supervisory role as influential or non-influential. Then, if they perceived and rated the role as influential (affecting their behavior as a teacher), they were to rate, on a four point scale (4 -- very effective; 3 -- effective; 2 -- fairly effective; 1 -- ineffective) the extent to which the teachers perceived the supervisory role to be helpful in improving their behavior as teachers with respect to the content, processes, and outcomes of their work in the school and classroom. Teachers were also asked to omit any role which they perceived as non-applicable to their school or school system.

On Form C, teachers were asked to consider all the supervisory

⁴Parsons, op. cit., Appendix A, pp. 259-267.

roles which they had identified as influential and had rated on effectiveness in Form B. Having done this, they were asked to select the most effective supervisory role and the least effective supervisory role.

The Treatment of the Data

First, the data was analyzed to determine which supervisory roles in the school, school systems, Department of Education, and professional organization and university were perceived and identified by teachers as being influential, that is, affecting their behavior. These perceived influential roles were calculated, on the one hand, as a percentage of all the teachers responding, and on the other hand, as a percentage of all the teachers to whom the role applied. Finally, roles perceived to be influential by the teachers responding were further analyzed by means of cross-tabulations and chi-square tests to discover the relationships between the school and teacher variables and teacher perceptions of the influence of each role.

Secondly, teachers had been asked to rate each influential role on effectiveness, that is, the extent to which they perceived the role as helping them improve their behavior with respect to the content, processes, and outcomes of their teaching on a continuum ranging from 4 -- very effective to 1 -- ineffective. Each role was ranked on mean effectiveness scores which were calculated on the basis of (i) the number of teachers responding ($N = 245$), (ii) the number of teachers to whom the role applied, and (iii) the number of teachers who found the role influential. Next, teachers' selection of the most effective and least effective supervisory roles were analyzed by the number and percentage of teachers perceiving the supervisory role as effective or ineffective. Finally, the relationship between the school and teacher variables and

the mean effectiveness scores of teachers to whom the role applied were analyzed for significant differences using analysis of variance and the Scheffe multiple comparison of means test.

Thirdly, the roles, rated and ranked on effectiveness, were correlated with those identified and ranked on influence using the Spearman rank order test.

CHAPTER IV

ANALYSIS 1: INFLUENCE OF SUPERVISORY ROLES

One of the main purposes of this study was to determine what supervisory roles were perceived by elementary teachers to be affecting or influencing their behavior with respect to the content, processes and outcomes of their work in the school and classroom. With this purpose in mind, this chapter will analyze teachers' perceptions of the supervisory roles found in schools, school systems, Department of Education, and the teachers' association and the university.

Teachers participating in the study had been asked to carefully examine fifteen possible supervisory roles and to identify by circling YES (influential) or NO (not influential) whether the supervisory role influenced their teaching behavior. Specifically, this chapter deals with the number and per cent of teachers identifying roles as influential and the relationship of sex, size of town, population of area served by the school, type of school board, grade taught, size of school, teaching experience and professional preparation of teachers to the perceived influence of each role.

To guide the researcher in his investigation of significant relationships between the above school and teacher variables and teachers' perceived influence of each supervisory role, non-directional hypotheses have been stated.

PERCEIVED INFLUENCE OF SUPERVISORY ROLES

The perceived influence of each role was determined in two ways: (i) by the number of teachers identifying the role as influential as a percentage of all teachers responding, (ii) by the number of teachers identifying the role as influential as a percentage of the teachers who found the role applicable. In each case the higher the percentage, the more influential the role is considered. The first method presents a general picture of the perceived influence of supervisory roles throughout the whole Province of Newfoundland and Labrador; the second takes into consideration those cases where, because of financial or organizational constraints, the role does not apply. For example, the role of vice-principal is not found in schools with five or less classrooms, while other roles like those of board supervisor (specialist) and assistant district superintendent are usually not applicable to smaller school boards.

The Perceived Influence of Each Role
by All Teachers Responding

Table 8 ranks the perceived influence of the fifteen supervisory roles considered in the study by the number and per cent of all teachers responding. The principal was perceived as most influential. Over 89 per cent or 219 of the 245 teachers responding perceived this role as affecting their teaching behavior. The roles of 'other teacher' and board supervisor were identified as influential by 61 per cent of the teachers responding. Two other roles, vice-principal and district superintendent, were identified as influential by at least 57 per cent of all the teachers responding. Another two roles, Faculty of Education at Memorial

TABLE 8
 SUPERVISORY ROLES WHICH INFLUENCE TEACHER BEHAVIOR
 BY NUMBER AND PER CENT OF ALL TEACHERS
 RESPONDING (N = 245)

Supervisory Role	Rank	Number of teachers rating as influential	Per cent of teachers rating as influential	Number of teachers rating as non-influential	Per cent of teachers rating as non-influential
Principal	1	219	89.4	26	10.6
Other Teacher	2.5	150	61.2	91	37.1
Board Supervisor	2.5	150	61.2	83	33.9
Vice-Principal	4	144	58.8	81	33.1
District Superintendent	5	140	57.1	102	41.6
Faculty of Education	6	115	46.9	129	52.9
Board Specialist	7	105	42.9	88	35.9
Coordinating Principal	8	97	36.9	102	41.6
Local NTA	9	91	37.1	154	62.9
Consultant	10	86	35.1	157	64.1
Central NTA	11	82	33.5	163	66.5
Chief Superintendent	12	71	29.0	174	71.0
Assistant District Superintendent	13	51	20.8	109	44.5
Assistant Chief Superintendent	14	48	19.6	196	80.0
Regional Superintendent	15	41	16.7	134	54.7

University and board specialist, were identified as influential by more than 42 per cent of the respondents. Over 33 per cent of the teachers responding identified coordinating or supervising principal, local NTA, consultant (with the Department of Education), and the Central NTA as influential roles. The remaining four roles, chief superintendent, assistant district superintendent, assistant chief superintendent and regional superintendent were identified as influential by less than 30 per cent of the teachers responding.

The Perceived Influence of Each
Role by Teachers to Whom the
Role Applied

Table 9 gives the relative influence of each role, that is, the number of teachers who identified the role as influential as a per cent of the number of teachers to whom the role applied. Again, the principal was perceived as being the most influential role. The other five roles perceived to be influential by more than 50 per cent of the teachers to whom the role applied were board supervisor, 'other teacher,' district superintendent, vice-principal, and board specialist. The roles of coordinating principal and Faculty of Education were perceived as influential by 48 per cent and 47 per cent, respectively, of the teachers to whom the role applied. The remaining seven roles were perceived as influential by less than 37 per cent of the teachers. When the rank order of all fifteen roles on relative influence was correlated with the rank order of all fifteen roles when all teachers responding were considered, there was a high positive correlation $r_s = .98$; $p < .001$ (Table 10).

Hypothesis 1. It was hypothesized that the perceived influence

TABLE 9
 RELATIVE INFLUENCE OF EACH ROLE FOR ALL CASES
 WHERE THE ROLE IS APPLICABLE

Supervisory Role	Rank on relative influence	Influential		Total number of cases where role applies	Relative Influence (per cent)
		Yes	No		
Principal	1	219	26	245	89.4
Board Supervisor	2	150	83	233	64.4
Vice-Principal	3	144	81	225	64.0
Other Teacher	4	150	91	241	62.2
District Superintendent	5	140	102	242	57.9
Board Specialist	6	105	88	193	54.4
Coordinating Principal	7	97	102	199	48.7
Faculty of Education	8	115	129	244	47.1
Local NTA	9	91	154	245	37.1
Consultant	10	86	157	243	35.4
Central NTA	11	82	163	245	33.5
Assistant District Superintendent	12	51	109	160	31.9
Chief Superintendent	13	71	174	245	29.0
Regional Superintendent	14	41	134	175	23.4
Assistant Chief Superintendent	15	48	196	244	19.7

TABLE 10
RANK ORDER CORRELATION OF INFLUENTIAL
SUPERVISORY ROLES

Supervisory Role	Rank order when all teachers were considered	Rank order for teachers to whom role applied
Principal	1	1
Other Teacher	2.5	4
Board Supervisor	2.5	2
Vice-Principal	4	3
District Superintendent	5	5
Faculty of Education	6	8
Board Specialist	7	6
Coordinating Principal	8	7
Local NTA	9	9
Consultant	10	10
Central NTA	11	11
Chief Superintendent	12	13
Assistant District Superintendent	13	12
Assistant Chief Superintendent	14	15
Regional Superintendent	15	14

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

of the supervisory role will decrease as the physical distance between the supervisor and teacher increases. A perusal of the rank orders of supervisory roles in Tables 8 and 9 clearly supports this hypothesis. The roles in the school and school systems dominate the top half of the tables while roles at the Department of Education, professional organization and university dominate the bottom half of the rank order tables. To further analyze and positively prove this hypothesis, an hypothesized rank order of roles has been correlated with the rank order of roles on relative influence (Table 11).

The Relationship Between School and
Teacher Variables and Teachers'
Perceived Influence of Each Role

Cross tabulations and chi-square coefficients were used to discover any relationships between each school and teacher variable -- sex, size of town, size of area served by the school, type of board, grade taught, size of town, teaching experience and professional preparation -- and teachers' perceived influence of each of the fifteen supervisory roles considered in the study. Table 12 indicates in a general way the relationship between each school and teacher variable and teachers' perceived influence of each role. Non-directional hypotheses have been used as guidelines in a further examination of these relationships.

It should be noted that all of the eight non-directional hypotheses concerning teachers' perceived influence of supervisory roles will not be proven or disproven in their entirety. This is so because any one of the fifteen supervisory roles is not expected to be significantly related to each school and teacher variable. Consequently, only those tables showing significant relationships ($\alpha \approx .05$) will be presented and discussed in this section.

TABLE 11
 CORRELATION OF AN HYPOTHESIZED RANKING OF
 SUPERVISORY ROLES WITH RELATIVE
 INFLUENCE RANKING

Supervisory Role	Hypothesized ranking	Relative influence ranking
Principal	1	1
Vice-Principal	2	3
Other Teacher	3	4
Coordinating Principal	4	7
Board Supervisor	5	2
Board Specialist	6	6
District Superintendent	7	5
Assistant District Superintendent	8	12
Local NTA	9	9
Faculty of Education	10	8
Central NTA	11	11
Regional Superintendent	12	14
Consultant	13	10
Chief Superintendent	14	13
Assistant Chief Superintendent	15	15

$$r_s = .90; p < .001$$

TABLE 12

CHI-SQUARE (χ^2) COEFFICIENTS FOR PERCEIVED INFLUENCE
OF EACH SUPERVISORY ROLE BY EACH SCHOOL
AND TEACHER VARIABLE

Supervisory Role	School and Teacher Variables							
	Sex	Size of town	Size of area	Type of school board	Grade taught	Size of school	Teaching exper- ience	Profes- sional preparation
Principal	.12	4.86	2.58	1.58	3.46	5.05	2.39	13.79 ^a
Vice-Principal	.01	3.79	10.07 ^a	1.82	1.31	8.9 ¹	1.22	4.36
Other Teacher	3.97 ^a	3.99	3.61	2.38	2.46	1.46	3.28	6.31
District Superintendent	.05	3.72	6.75	10.01 ^a	3.85	2.89	11.11 ^a	17.77 ^a
Assistant District Superintendent	.07	2.88	3.68	2.70	1.28	5.28	4.40	12.40
Board Supervisor	1.09	3.64	2.20	.09	.77	10.68 ^a	3.63	3.29
Coordinating Principal	1.70	1.02	1.81	1.82	6.16	1.39	1.84	6.67
Board Specialist	.66	1.56	4.50	6.24 ^a	1.65	1.28	10.60 ^a	4.65
Chief Superintendent	.01	1.09	1.12	4.04	3.03	4.48	3.07	5.41
Assistant Chief Superintendent	.65	2.42	4.87	1.54	3.87	4.71	2.31	7.33
Consultant	.19	6.31	7.91	5.07	6.24	2.88	12.77 ^a	3.74
Regional Superintendent	.00	.22	1.12	1.70	2.87	3.73	12.42 ^a	9.77
Local NTA	.73	6.61	4.54	1.58	2.86	.32	9.80 ^a	5.29
Central NTA	.00	6.69	3.27	.16	5.99	1.91	10.15 ^a	9.75
Faculty of Education	.00	4.24	2.01	4.09	7.86 ^a	1.29	11.90 ^a	12.36
Degrees of Freedom	1	4	4	2	3	3	4	6

^aLevel of significance < .05

Hypothesis 2. For each supervisory role, it was hypothesized that sex of teacher and teachers' perceived influence were significantly related. This variable was found to be related to the role of 'other teacher'. As shown by Table 13, male teachers are more likely to perceive the role of 'other teacher' to be influential than are female teachers.

Hypothesis 3. For each supervisory role, it was hypothesized that size of town and teachers' perceived influence were significantly related. The chi-square tests did not support this hypothesis since this variable was not found to be related significantly ($\alpha \leq .05$) to any of the supervisory roles.

Hypothesis 4. For each supervisory role, it was hypothesized that population of the area served by the school and teachers' perceived influence were significantly related. The only role found to be related significantly was that of vice-principal. Sixty-four per cent or 144 of the 225 teachers to whom the role applied identified this role as influential. Generally, as the size of the area served by the school increased, teachers were more likely to perceive the vice-principal as influential. In fact, the vice-principal's role was perceived as influential by more than 59 per cent of all the respondents in each area except those having populations less than 500 (Table 14).

Hypothesis 5. For each supervisory role, it was hypothesized that type of school board and teachers' perceived influence were significantly related. Two supervisory roles, perceived by teachers to be related to this variable, were district superintendent and board specialist. Teachers employed by Roman Catholic school boards perceived

TABLE 13
RELATIVE INFLUENCE OF 'OTHER TEACHER'
BY SEX OF TEACHER

Influential	Sex of Teacher		Totals
	Male	Female	
YES	58 71.6	92 57.5	150 62.2
NO	23 28.4	68 42.5	91 37.8
Totals	81 33.6	160 66.4	241 100.0

$$\chi^2 = 3.972 (1 \text{ df.}); p < .05$$

TABLE 14
RELATIVE INFLUENCE OF VICE-PRINCIPAL
BY POPULATION OF AREA

Influential	Population of Area					Totals
	500	500- 999	1,000- 4,999	5,000- 10,000	10,000	
YES	2 25.0	21 72.4	56 59.6	46 74.2	19 59.4	144 64.0
NO	6 75.0	8 27.4	38 59.6	16 74.2	13 59.4	81 64.0
Totals	8 3.6	29 12.9	94 41.8	62 27.6	32 14.2	225 100.0

$$\chi^2 = 10.065 (4 \text{ df.}); p < .05$$

both roles to be more influential than did teachers with the Integrated school boards or with Other school boards -- Pentecostal and Seventh Day Adventists -- (Tables 15 and 16).

Hypothesis 6. For each supervisory role, it was hypothesized that grade taught and teachers' perceived influence were significantly related. The only role perceived to be significantly related to grade taught was Faculty of Education at Memorial University. One hundred and fifteen or over 48 per cent of the 244 teachers to whom the role applied identified this role as influential. A greater percentage of the respondents teaching Grades 5 and 6 perceived the role to be influential than did the respondents teaching Grade 4 or a combination of Grades 4, 5, and/or 6 (Table 17).

Hypothesis 7. For each supervisory role, it was hypothesized that the size of school and teachers' perceived influence were significantly related. The roles of vice-principal and board supervisor were perceived to be related significantly to this variable. Sixty-four per cent or 144 of the 225 teachers to whom the role of vice-principal applied rated it as influential. As the size of the school increased, so did the percentage of teachers perceiving the role as influential (Table 18).

Of the 233 teachers who identified the role of board supervisor as applicable, 150 or over 64 per cent perceived the role to be influential. When the perceptions of teachers in large schools (more than 18 teachers) were compared to the perceptions of teachers in small schools (2-5 teachers), it was found that there was a greater percentage of teachers in the large schools than there was in the small schools who perceived the role of board supervisor as non-influential. Teachers in

TABLE 15

RELATIVE INFLUENCE OF DISTRICT SUPERINTENDENT
BY TYPE OF SCHOOL BOARD

Influential	Type of Board			Totals
	Integrated	Roman Catholic	Others	
YES	78 54.4	58 69.9	4 30.8	140 57.9
NO	68 46.6	25 30.1	9 69.2	102 42.1
Totals	146 60.3	83 34.3	13 5.4	242 100.0

$$\chi^2 = 10.008 (2 \text{ df.}); p < .01$$

TABLE 16

RELATIVE INFLUENCE OF BOARD SPECIALIST
BY TYPE OF SCHOOL BOARD

Influential	Type of Board			Totals
	Integrated	Roman Catholic	Others	
YES	52 46.8	46 65.7	7 58.3	105 54.4
NO	59 53.2	24 34.3	5 41.7	88 45.6
Totals	111 57.5	70 36.3	12 6.2	193 100.0

$$\chi^2 = 6.24 (2 \text{ df.}); p < .05$$

TABLE 17

RELATIVE INFLUENCE OF FACULTY OF EDUCATION
BY GRADE TAUGHT

Influential	Grade Taught				Totals
	Grade 4	Grade 5	Grade 6	Combination	
YES	32 39.5	33 55.0	32 58.2	18 37.5	115 47.1
NO	49 60.5	27 45.0	23 41.8	30 62.5	129 52.9
Totals	81 33.2	60 24.6	55 22.5	48 19.7	244 100.0

$$\chi^2 = 7.863 (3 \text{ df.}); p < .05$$

TABLE 18

RELATIVE INFLUENCE OF VICE-PRINCIPAL
BY SIZE OF SCHOOL

Influential	Size of School				Totals
	2 - 5 Teachers	6 - 11 Teachers	12 - 18 Teachers	> 18 Teachers	
YES	5 31.3	67 63.8	39 67.2	33 71.7	144 64.0
NO	11 68.8	38 36.2	19 32.8	13 28.3	81 36.0
Totals	16 7.1	105 46.7	58 25.8	46 20.4	225 100.0

$$\chi^2 = 8.91 (3 \text{ df.}); p < .05$$

small schools are more likely to perceive this role as influential (Table 19).

Hypothesis 8. For each supervisory role, it was hypothesized that teaching experience and teachers' perceived influence were significantly related. Teaching experience was found to be related significantly to the following roles: district superintendent, board specialist, consultant, regional superintendent, local NTA, Central NTA, and the Faculty of Education at Memorial University.

Of the 242 teachers to whom the role of district superintendent applied, 140 or 58 per cent perceived the role to be influential. The percentage of teachers perceiving this role as influential increased with teaching experience. Teachers with more than 20 years of teaching experience perceived this role to be more influential than did any other group (Table 20).

One hundred and five teachers or 54 per cent who found the role of board specialist applicable rated it as influential. Table 21 shows that over 76 per cent of the teachers with 11 to 20 years teaching experience perceived this role to be influential compared to 43 per cent of the teachers with less than 4 years experience.

The role of consultant at the Department of Education was perceived to be non-influential by 157 or 65 per cent of the 243 teachers to whom the role applied. When the five groups of teachers (divided according to experience) were examined, neither group had a majority of teachers who perceived the role as influential (Table 22).

The role of regional superintendent applied to 175 teachers in the sample respondents. Of those, 134 or 77 per cent perceived this

TABLE 19
RELATIVE INFLUENCE OF BOARD SUPERVISOR
BY SIZE OF SCHOOL

Influential	Size of School				Totals
	2 - 5 Teachers	6 - 11 Teachers	12 - 18 Teachers	>18 Teachers	
YES	24 75.0	71 71.0	34 61.8	21 45.7	150 64.4
NO	8 25.0	29 29.0	21 38.2	25 54.3	83 35.6
Totals	32 13.7	100 42.9	55 23.6	46 19.7	233 100.0

$$\chi^2 = 10.677 (3 \text{ df.}); p < .02$$

TABLE 20
RELATIVE INFLUENCE OF DISTRICT SUPERINTENDENT
BY TEACHING EXPERIENCE

Influential	Teaching Experience					Totals
	<1 Year	1 - 3 Years	4 - 10 Years	11 - 20 Years	> 20 Years	
YES	12 37.5	32 50.0	59 64.1	25 67.6	12 70.6	140 57.9
NO	20 62.5	32 50.0	33 35.9	12 32.4	5 29.4	102 42.1
Totals	32 13.2	64 26.4	92 38.0	37 15.3	17 7.0	242 100.0

$$\chi^2 = 11.105 (4 \text{ df.}); p < .05$$

TABLE 21
RELATIVE INFLUENCE OF BOARD SPECIALIST
BY TEACHING EXPERIENCE

Influential	Teaching Experience					Totals
	<1 Year	1 - 3 Years	4 - 10 Years	11 - 20 Years	> 20 Years	
YES	11 44.0	22 42.3	44 57.9	23 76.7	5 50.0	105 54.4
NO	14 56.0	30 57.7	32 42.1	7 23.3	5 50.0	88 45.6
Totals	25 13.0	52 26.9	76 39.4	30 15.5	10 5.2	193 100.0

$$\chi^2 = 10.604 (4 \text{ df.}); p < .05$$

TABLE 22
RELATIVE INFLUENCE OF CONSULTANT
BY TEACHING EXPERIENCE

Influential	Teaching Experience					Totals
	<1 Year	1 - 3 Years	4 - 10 Years	11 - 20 Years	> 20 Years	
YES	4 12.5	18 29.0	40 43.0	18 46.0	6 35.3	86 35.4
NO	28 87.5	44 71.0	53 57.0	21 53.8	11 64.7	157 64.7
Totals	32 13.2	62 25.5	93 38.3	39 16.0	17 7.0	243 100.0

$$\chi^2 = 12.767 (4 \text{ df.}); p < .02$$

role as non-influential. Each of the groups of teachers divided according to experience perceived the role as non-influential. Ninety-two per cent of the teachers with 11 to 20 years of teaching experience found the role to be non-influential. Teachers with 1 to 3 years experience were almost as definite in rating this role as non-influential (Table 23).

Of the 245 teachers to whom the role of Newfoundland Teachers' Association (Local Branch) applied, 154 or 63 per cent perceived the role to be non-influential. Teachers with 4 to 10 years experience were divided equally in their perceptions of role influence. The majority of teachers in all other groups of varying experience perceived this role as non-influential (Table 24).

Almost 67 per cent (163) of all the teachers to whom the role applied (245) perceived the role of Newfoundland Teachers' Association (Central Office) to be non-influential. The more experienced teachers perceived the Central NTA more influential than did inexperienced teachers (Table 25).

One hundred and fifteen or 47 per cent of the 244 teachers to whom the role applied, identified the Faculty of Education at Memorial University as influential. More than 51 per cent of the teachers with 4 to 20 years experience perceived this role to be influential. Teachers with less than 4 years and more than 20 years teaching experience were less likely to perceive the role as influential than were the above mentioned group (Table 26).

Hypothesis 9. For each supervisory role, it was hypothesized that professional preparation of teachers and teachers' perceived influence were significantly related. Two roles, principal and district

TABLE 23

RELATIVE INFLUENCE OF REGIONAL SUPERINTENDENT
BY TEACHING EXPERIENCE

Influential	Teaching Experience					Totals
	<1 Year	1 - 3 Years	4 - 10 Years	11 - 20 Years	>20 Years	
YES	9 34.6	5 10.9	21 31.8	2 8.0	4 33.3	41 23.4
NO	17 65.4	41 89.1	45 68.2	23 92.0	8 67.7	134 76.6
Totals	26 14.9	46 26.3	66 37.7	25 14.3	12 6.9	175 100.0

$$\chi^2 = 12.421 (4 \text{ df.}); p < .02$$

TABLE 24

RELATIVE INFLUENCE OF LOCAL NTA
BY TEACHING EXPERIENCE

Influential	Teaching Experience					Totals
	<1 Year	1 - 3 Years	4 - 10 Years	11 - 20 Years	> 20 Years	
YES	9 28.1	19 29.7	46 49.5	12 30.8	5 29.4	91 37.1
NO	23 71.9	45 70.3	47 50.5	27 69.2	12 70.6	154 62.9
Totals	32 13.1	64 26.1	93 38.0	39 15.9	17 6.9	245 100.0

$$\chi^2 = 9.798 (4 \text{ df.}); p < .05$$

TABLE 25

RELATIVE INFLUENCE OF CENTRAL NTA
BY TEACHING EXPERIENCE

Influential	Teaching Experience					Totals
	<1 Year	1 - 3 Years	4 - 10 Years	11 - 20 Years	> 20 Years	
YES	7 21.9	14 21.9	40 43.0	14 35.9	7 41.2	82 33.5
NO	25 78.1	50 78.1	53 57.0	25 64.1	10 58.8	163 66.5
Totals	32 13.1	64 26.1	93 38.0	39 15.9	17 6.9	245 100.0

$$\chi^2 = 10.155 (4 \text{ df.}); p < .05$$

TABLE 26

RELATIVE INFLUENCE OF FACULTY OF EDUCATION
BY TEACHING EXPERIENCE

Influential	Teaching Experience					Totals
	<1 Year	1 - 3 Years	4 - 10 Years	11 - 20 Years	> 20 Years	
YES	12 37.5	21 33.3	55 59.1	20 51.3	7 41.2	117 47.1
NO	20 62.5	42 66.7	38 40.9	19 48.7	10 58.8	129 52.9
Totals	32 13.1	63 25.8	93 38.1	39 16.0	17 7.0	244 100.0

$$\chi^2 = 11.898 (4 \text{ df.}); p < .02$$

superintendent, were perceived by teachers to be related significantly to professional preparation.

All teachers found the role of principal to be applicable and 219 or over 89 per cent perceived it to be influential. The majority of teachers with no professional preparation and with less than 1 year perceived this role to be influential. A greater percentage of teachers in the group with more than 4 years of professional preparation perceived the principal to be non-influential than did teachers in any of the other groups (Table 27).

Of the 242 teachers who identified the role of district superintendent as applicable, 140 or 58 per cent of the teachers perceived this role to be influential. The percentage of teachers perceiving the role as influential decreased as professional preparation increased. Those teachers with 1 year or less of professional preparation were the ones most likely to perceive the role as influential (Table 28).

SUMMARY

This chapter analyzed teachers' perceived influence of the fifteen supervisory roles and the relationship of eight selected school and teacher variables to these roles. The roles selected by a clear majority of the elementary teachers to be influential, that is, to affect their teaching behavior with respect to the content, processes and outcomes of their work in the school and classroom, were principal, board supervisor, vice-principal, 'other teacher,' district superintendent, and board specialist. Each of the remaining roles was perceived to be influential by less than 50 per cent of the teachers to whom the role applied.

TABLE 27

RELATIVE INFLUENCE OF PRINCIPAL
BY PROFESSIONAL PREPARATION

Influential	Years of Professional Preparation							Totals
	None	< 1	1	2	3	4	>4	
YES	4 100.0	4 100.0	45 90.0	64 90.0	47 92.2	37 94.4	18 69.2	219 89.4
NO	0 0.0	0 0.0	5 10.0	7 9.9	4 7.8	2 5.1	8 30.8	26 10.6
Totals	4 1.6	4 1.6	50 20.4	71 29.0	51 20.8	39 15.9	26 10.6	245 100.0

$$\chi^2 = 13.797 \text{ (6 df.)}; p < .05$$

TABLE 28

RELATIVE INFLUENCE OF DISTRICT SUPERINTENDENT
BY PROFESSIONAL PREPARATION

Influential	Years of Professional Preparation							Totals
	None	< 1	1	2	3	4	>4	
YES	2 50.0	33 75.0	41 82.0	39 56.5	25 50.0	19 48.7	11 42.3	140 57.9
NO	2 50.0	13 25.0	9 18.0	30 43.5	25 50.0	20 51.3	15 57.7	102 42.1
Totals	4 1.7	46 1.7	50 20.7	69 28.5	50 20.7	39 16.1	26 10.7	242 100.0

$$\chi^2 = 17.766 \text{ (6 df.)}; p < .01$$

The role of principal was perceived to be influential by almost all teachers, namely, 89.4 per cent of the respondents. Training was the only variable significantly related to this role with teachers having less than 1 year of professional preparation perceiving the role as affecting their behavior more than any other group.

Teachers in schools serving a population between 5000 and 10,000 and having more than eighteen colleagues on the staff were the ones most likely to perceive the role of vice-principal as influential. The role of board supervisor was found to be significantly related to size of school with the teachers in small schools (2-5 teachers) perceiving the role more influential than did the other groups.

Sex was significantly related to the role of 'other teacher.' More male teachers perceived the role as influential than there were female teachers. Roman Catholic teachers, teachers with more than 20 years experience, and teachers with 1 year of professional preparation perceived the role of district superintendent more influential than did any other groups. Roman Catholic teachers, and teachers with 11-20 years teaching experience were most likely to perceive the board specialist as influential.

The other nine roles were perceived to be non-influential by more than 50 per cent of the teachers to whom the role applied. Teaching experience was significantly related to the roles of consultant, regional superintendent, Local NTA, Central NTA, and Faculty of Education at Memorial University. The more experienced teachers perceived the Central NTA more influential than did inexperienced teachers. The same finding applies to the roles of consultant and Faculty of Education. No school and teacher variables were related significantly to the roles of coordi-

nating or supervising principal, assistant district superintendent, chief superintendent, and assistant chief superintendent.

Chapter 5 will analyze teachers' perceived effectiveness of these fifteen supervisory roles.

CHAPTER V

ANALYSIS 2: EFFECTIVENESS OF SUPERVISORY ROLES

The other main purpose of this study (the first one was set out in Chapter 4) was to determine what supervisory roles were perceived by elementary school teachers to be effective. An effective supervisory role had been defined as an influential role that was perceived by teachers as helping them improve their teaching behavior with respect to the content, processes, and outcomes of their work in the school and classroom.

To achieve this purpose teachers were asked to do two things:

- (i) To rate the effectiveness of each of the roles which they had identified as influential using a scale ranging from 4 -- very effective to 1 -- ineffective.
- (ii) To consider carefully all of the influential supervisory roles which they had rated on effectiveness and to identify a most effective role and a least effective role.

This chapter, then, is divided into three parts:

- (i) Identifying the most effective supervisory roles from teachers' ratings of each role. Mean effectiveness scores were calculated in three different ways. First, the total effectiveness score (sum of individual teacher scores) for each role was divided by the total number of teachers responding ($N = 245$). This mean score gave in a general way the perceived effectiveness of each role considered. Second,

the mean effectiveness score for each role was found by dividing the total effectiveness score by the number of teachers who perceived the role to be applicable. Third, the mean effectiveness score for each role was found by dividing the total effectiveness score by the number of teachers who perceived the role to be influential.

- (ii) Analyzing the mean effectiveness scores of teachers to whom the role applied by each school and teacher variable -- sex, size of town, population of area served by the school, type of school board, size of school, grade taught, teaching experience, and professional preparation.
- (iii) Correlating the rank orders of influential and effective supervisory roles in two ways; using all teachers responding and using those teachers to whom the role applied.

PERCEIVED EFFECTIVENESS OF SUPERVISORY ROLES

Perceived Effectiveness of Each Role By All Teachers Responding

Table 29 shows the mean effectiveness score for each role. It was calculated by dividing the total effectiveness score by the total number of teachers responding (N = 245). This table presents a general overall picture of the perceived effectiveness of the fifteen supervisory roles throughout the province when all teachers were considered. The role of principal was perceived as the most effective. Six other roles -- other teacher, board supervisor, vice-principal, district superintendent, Faculty of Education at Memorial University, and board specialist -- were perceived as the next most effective. The remaining eight roles were rated with mean scores less than 1, so they are considered to be

TABLE 29
 TOTAL AND MEAN EFFECTIVENESS SCORES
 FOR EACH SUPERVISORY ROLE BY ALL
 TEACHERS RESPONDING (N = 245)

Supervisory Role	Rank	Total Effectiveness Score	Mean Effectiveness Score
Principal	1	641	2.62
Other Teacher	2	403	1.65
Board Supervisor	3	376	1.54
Vice-Principal	4	369	1.51
District Superintendent	5	359	1.47
Faculty of Education	6	286	1.17
Board Specialist	7	253	1.03
Consultant	8	231	.94
Coordinating Principal	9	230	.94
Local NTA	10	207	.85
Central NTA	11	195	.80
Chief Superintendent	12	176	.72
Assistant District Superintendent	13	116	.47
Assistant Chief Superintendent	14	115	.47
Regional Superintendent	15	99	.40

ineffective when all teachers responding were considered.

Perceived Effectiveness of Each Role
by all Teachers who Found the Role
Applicable

The mean effectiveness score for each supervisory role, calculated by dividing the total effectiveness score by the number of teachers to whom the role applied, is given in Table 30. The mean effectiveness scores for most roles increased. In the cases where the role applied to all teachers responding, the mean score did not increase, for example, the role of principal. Again, the most effective role was that of principal. Seven other roles (as compared to six in Table 29) had mean scores greater than 1. The remaining seven roles (as compared to eight in Table 29) had mean scores less than 1. The rank order of roles based on the number of teachers to whom the role applied (Table 30) correlated highly with the rank order of roles based on all teachers responding (Table 29); $r_s = .98$; $p < .001$.

Perceived Effectiveness of Each Role
by Teachers who Identified the
Role as Influential

Table 31 shows the mean effectiveness score of each supervisory role. It was calculated by dividing the total effectiveness score by the number of teachers who perceived the role to be influential. The mean effectiveness scores ranged from a high of 2.93 to a low of 2.28. This indicated that teachers who perceived the roles to be influential rated them highly on effectiveness. The role of principal, again, was rated as the most effective. The mean scores of all other roles increased greatly, but to bring these mean scores into their proper perspective, the number of teachers rating each role must be considered (Table 32).

TABLE 30

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

Supervisory Role	Rank on Mean Score	Total Effectiveness Score	Number of Teachers to Whom Role Applied	Mean Effectiveness Score
Principal	1	641	245	2.62
Other Teacher	2	403	241	1.67
Vice-Principal	3	369	225	1.64
Board Supervisor	4	376	233	1.61
District Superintendent	5	359	242	1.48
Board Specialist	6	253	193	1.38
Faculty of Education	7	286	244	1.17
Coordinating Principal	8	230	199	1.16
Consultant	9	231	243	.95
Local NTA	10	207	245	.85
Central NTA	11	195	245	.80
Assistant District Superintendent	12	116	160	.73
Chief Superintendent	13	176	245	.72
Regional Superintendent	14	99	175	.57
Assistant Chief Superintendent	15	115	244	.47

TABLE 31

TOTAL AND MEAN EFFECTIVENESS SCORES FOR
EACH SUPERVISORY ROLE BY TEACHERS
WHO FOUND THE ROLE INFLUENTIAL

Supervisory Role	Rank on Mean Score	Total Effect- iveness Score	Number of Teachers who found Role In- fluential	Mean Effect- iveness Scores
Principal	1	641	219	2.93
Other Teacher	2	403	150	2.69
Consultant	3	231	86	2.69
District Superintendent	4	359	140	2.56
Vice-Principal	5	369	145	2.55
Board Supervisor	6	376	151	2.49
Faculty of Education	7	286	115	2.49
Chief Superintendent	8	176	71	2.48
Regional Superintendent	9	99	41	2.42
Board Specialist	10	253	105	2.41
Assistant Chief Superintendent	11	115	48	2.40
Central NTA	12	195	82	2.38
Coordinating Principal	13	230	97	2.37
Local NTA	14	207	91	2.28
Assistant District Superintendent	15	116	51	2.28

TABLE 32

NUMBER OF TEACHERS RATING EACH ROLE ON EFFECTIVENESS
AS A PERCENTAGE OF ALL RESPONDENTS (N = 245)

Supervisory Role	Rank	Number	Per cent
Principal	1	219	89.4
Board Supervisor	2	151	61.6
Other Teacher	3	150	61.2
Vice-Principal	4	145	59.2
District Superintendent	5	140	57.1
Faculty of Education	6	115	47.0
Board Specialist	7	105	42.9
Coordinating Principal	8	97	39.6
Local NTA	9	91	37.1
Consultant	10	86	35.1
Central NTA	11	82	33.5
Chief Superintendent	12	71	29.0
Assistant District Superintendent	13	51	20.8
Assistant Chief Superintendent	14	48	19.6
Regional Superintendent	15	41	16.7

For example, the mean effectiveness score for the role of principal was 2.93 based on the ratings of 219 teachers or 89.4 per cent of all the teachers responding, as compared to the mean effectiveness score of 2.69 for the role of consultant based on the ratings of 86 teachers or 35.1 per cent of all the teachers responding (Table 32).

The rank order of roles obtained by dividing the total effectiveness score by the number of teachers who identified the role as influential was not statistically different from either the rank order of roles computed by using all the teachers responding ($r_s = .76$; $p < .01$) or the rank order of roles computed by using the teachers to whom the role applied ($r_s = .68$; $p < .01$).

Teacher Identification of the Most Effective and Least Effective Supervisory Roles

Each teacher had been asked to select from the roles which he/she had identified as influential and rated on effectiveness (i) the role which he/she perceived to be most effective, and (ii) the role which he/she perceived to be least effective.

Out of the 245 respondents, 235 teachers (95.9 per cent) identified a most effective supervisory role (Table 33). This table shows that the six roles perceived as most influential (Table 8) and rated highest on effectiveness (Table 30) were selected by teachers as the most effective. Teachers were very clear about their choice of the most effective roles. Almost 88 per cent or 215 of the total teachers responding identified the roles of principal, 'other teacher', board supervisor, vice-principal, board specialist, and district superintendent as the most effective supervisory roles. The remaining 20 teachers who

TABLE 33

TEACHER IDENTIFICATION OF MOST EFFECTIVE SUPERVISORY
 ROLE BY NUMBER AND PER CENT OF TOTAL
 RESPONDENTS (N = 245)

Supervisory Role	Rank	Number	Per cent
Principal	1	123	50.2
Other Teacher	2	29	11.8
Board Supervisor	3	26	10.6
Vice-Principal	4.5	14	5.7
Board Specialist	4.5	14	5.7
District Superintendent	6	9	3.7
Coordinating Principal	7.5	6	2.4
Faculty of Education	7.5	6	2.4
Consultant	9	4	1.6
Chief Superintendent	10	3	1.2
Central NTA	11	1	0.4
No Data		10	4.1
Total		245	100.0

identified a most effective supervisory role spread their choices over 5 roles. Four roles were identified by none of the teachers responding as being most effective. Over 50 per cent or 123 of the teachers identified the role of principal as the most effective.

Out of the 245 respondents, 162 teachers (66.1 per cent) identified a least effective supervisory role (Table 34). The six roles identified as most effective by 95.9 per cent of all the teachers responding (Table 33) were also identified as the six least effective roles by 101 or 41.2 per cent of all the teachers responding (Table 34). Teachers varied more widely in their choice of the least effective role than they did for the most effective role. All fifteen roles were selected as least effective ranging from the role of assistant chief superintendent, selected by 0.8 per cent of all teachers responding, to the role of board supervisor, selected by 9.8 per cent of all the teachers responding. Eighty-three teachers or 33.9 per cent of all the teachers responding did not identify a least effective supervisory role.

Table 35 compares the number of teachers who identified each of the 15 supervisory roles as most effective with the number of different teachers selecting the same role as the least effective. The number of teachers identifying the roles of principal, 'other teacher', board supervisor, and vice-principal as the most effective was greater than the number of teachers who identified the same roles as least effective. For the remaining eleven roles, the opposite was true -- these roles were identified more often as least effective than they were as most effective.

TABLE 34

TEACHER IDENTIFICATION OF LEAST EFFECTIVE SUPERVISORY
 ROLE BY NUMBER AND PER CENT OF TOTAL
 RESPONDENTS (N = 245)

Supervisory Role	Rank	Number	Per cent
Board Supervisor	1	24	9.8
Board Specialist	2	20	8.2
District Superintendent	3	16	6.5
Coordinating Principal	4	15	6.1
Principal	5	14	5.7
Vice-Principal	6	12	4.9
Local NTA	7.5	11	4.5
Faculty of Education	7.5	11	4.5
Other Teacher	9.5	9	3.7
Central NTA	9.5	9	3.7
Chief Superintendent	12	5	2.0
Consultant	12	5	2.0
Regional Superintendent	12	5	2.0
Assistant District Superintendent	14	4	1.6
Assistant Chief Superintendent	15	2	0.8
No Data		83	33.9
Total		245	100.0

TABLE 35

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

Supervisory Role	Number of Teachers Identifying this Role as most Effective	Per cent of Teachers Identifying this Role as most Effective	Number of Teachers Identifying this Role as least Effective	Per cent of Teachers Identifying this Role as least Effective
Principal	123	50.2	14	5.7
Other Teacher	29	11.8	9	3.7
Board Supervisor	26	10.6	24	9.8
Vice-Principal	14	5.7	12	4.9
Board Specialist	14	5.7	20	8.2
District Superintendent	9	3.7	16	6.5
Coordinating Principal	6	2.4	15	6.1
Faculty of Education	6	2.4	11	4.5
Consultant	4	1.6	5	2.0
Chief Superintendent	3	1.2	5	2.0
Central NTA	1	0.4	9	3.7
Local NTA	0	0.0	11	4.5
Regional Superintendent	0	0.0	5	2.0
Assistant District Superintendent	0	0.0	4	1.6
Assistant Chief Superintendent	0	0.0	2	0.8
No Data	10	4.1	83	33.9
Total	245	100.0	245	100.0

Hypothesis 10

It was hypothesized that the perceived effectiveness of the supervisory role will decrease as the physical distance between the supervisor and the teacher increases. A perusal of the rank orders of supervisory roles in Tables 29 and 30 clearly supports this hypothesis. The supervisory roles in the school and school system dominate the top half of both tables of rank orders while those roles remote to the teacher dominate the bottom half of both tables of rank orders. Also, teacher identification of the most effective supervisory roles shows that those roles closer to the teacher (in physical distance) were perceived to be the most effective (Table 33). Furthermore, when teachers selected the least effective roles, they selected a great variety of roles, the greatest percentage of which were remote to them (Table 34). To further analyze and positively prove this hypothesis, an hypothesized rank order of the fifteen supervisory roles has been correlated with the rank order of roles using the mean effectiveness scores based on the number of teachers to whom the role applied (Table 36).

Analysis of Mean Effectiveness Scores for Each of the Fifteen Supervisory Roles by Each School and Teacher Variable

The purpose of this analysis was to discover the relationships between the school and teacher variables -- sex, size of town, population of the area served by the school, type of school board, grade taught, size of school, teaching experience and professional preparation -- and teachers' perceived effectiveness of each of the fifteen supervisory roles. For this purpose, the mean effectiveness score was found by dividing the total effectiveness score for each role by the number of

TABLE 36
 CORRELATION OF AN HYPOTHESIZED RANK ORDER OF
 ROLES WITH THE RELATIVE EFFECTIVENESS
 RANK ORDER OF ROLES

Supervisory Role	Hypothesized Rank Order	Relative Effectiveness Rank Order
Principal	1	1
Vice-Principal	2	3
Other Teacher	3	2
Coordinating Principal	4	8
Board Supervisor	5	4
Board Specialist	6	6
District Superintendent	7	5
Assistant District Superintendent	8	12
Local NTA	9	10
Faculty of Education	10	7
Central NTA	11	11
Regional Superintendent	12	14
Consultant	13	9
Chief Superintendent	14	13
Assistant Chief Superintendent	15	15

$$r_s = .88; p < .001$$

teachers to whom the role applied. The differences between and among groups within variables on mean effectiveness scores were tested for significant relationships by using analysis of variance and the Scheffe multiple comparison of means test.

Relationships, between and among groups within variables, identified by analysis of variance were considered significant at the .05 level of confidence or less. Since the Scheffe procedure is more rigorous than other procedures and will lead to fewer significant results, the investigator may choose to employ a less rigorous significance level in using the Scheffe procedure; that is, the .10 level may be used instead of the .05 level.¹ This was Scheffe's recommendation in 1959 and was employed in this study in determining significant differences wherever the Scheffe test was used.

As in the investigation of influential supervisory roles, non-directional hypotheses will be used as guidelines. These hypotheses concerning teachers' perceived effectiveness of supervisory roles will not be proven or disproven in their entirety. This is so because any one of the fifteen supervisory roles is not expected to be significantly related to each school and teacher variable.

Hypothesis 11. For each supervisory role, it was hypothesized that sex and teachers' perceived effectiveness were significantly related. The mean effectiveness scores for each of the fifteen supervisory roles by sex of teacher are given in Table 37. The male and female mean effectiveness scores for all roles were analyzed by analysis of variance. The

¹George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, 1959), p. 297.

TABLE 37
 MEAN EFFECTIVENESS SCORES OF TEACHERS
 WHO FOUND THE ROLE APPLICABLE BY
 SEX OF TEACHER

Supervisory Role	Male	Female	F	P
Principal	2.57	2.64	0.16	NS
Vice-Principal	1.65	1.63	0.01	NS
Other Teacher	1.91	1.55	3.47	.05
District Superintendent	1.48	1.49	0.00	NS
Assistant District Superintendent	0.74	0.72	0.01	NS
Board Supervisor	1.78	1.53	1.69	NS
Coordinating Principal	1.27	1.10	0.75	NS
Board Specialist	1.14	1.40	1.38	NS
Chief Superintendent	0.74	0.71	0.06	NS
Assistant Chief Superintendent	0.55	0.43	0.71	NS
Consultant	0.87	0.99	0.46	NS
Regional Superintendent	0.56	0.57	0.00	NS
Local NTA	0.96	0.79	1.18	NS
Central NTA	0.74	0.82	0.22	NS
Faculty of Education	1.18	1.17	0.01	NS

$$\alpha = .05$$

only role found to be related significantly to sex was that of 'other teacher.' The Scheffe test was not applied since only two groups (male and female) were analyzed. Men and women did differ in their perceived effectiveness of this role with male teachers perceiving the role to be more helpful than female teachers (Table 37).

Hypothesis 12. For each supervisory role, it was hypothesized that size of town and teachers' perceived effectiveness were significantly related. When the mean effectiveness scores were analyzed for differences for each role by the size of town (5 groups), none of the F-ratios were significant at the .05 level (Table 38). Therefore, the Scheffe test was ignored. The above hypothesis has, therefore, been rejected since it has been shown that there is no significant difference between the size of town and teachers' perceived effectiveness of each supervisory role.

Hypothesis 13. For each supervisory role, it was hypothesized that the population of the area served by the school and teachers' perceived effectiveness were significantly related. This variable was found to be related significantly to teachers' perceived effectiveness of the roles of vice-principal and district superintendent (Table 39).

The analysis of variance showed differences among the five groups of mean scores significant at the .009 level for the teachers' perceived effectiveness of the role of vice-principal. The Scheffe multiple comparison of means test, then, showed that the significant difference was between the perceived effectiveness of teachers in areas with populations less than 500 and those in areas with populations of (i) 500-999 and (ii), 5,000-10,000 (Table 40). Teachers in the areas with populations of

TABLE 38
 MEAN EFFECTIVENESS SCORES OF TEACHERS
 WHO FOUND THE ROLE APPLICABLE BY
 SIZE OF TOWN

Supervisory Role	Size of Town					F	P
	<500	500- 999	1000- 4999	5000- 10,000	>10,000		
Principal	2.83	2.47	2.63	2.46	2.73	0.68	NS
Vice-Principal	1.24	1.49	1.68	2.00	1.57	1.24	NS
Other Teacher	1.75	2.02	1.51	1.43	1.81	1.34	NS
District Superintendent	2.03	1.58	1.49	1.22	1.23	1.87	NS
Assistant District Superintendent	0.83	0.63	0.88	0.48	0.73	0.56	NS
Board Supervisor	1.52	1.67	1.73	1.56	1.42	0.43	NS
Coordinating Principal	1.40	1.25	1.16	0.91	1.12	0.53	NS
Board Specialist	1.43	1.18	1.32	1.42	1.25	0.19	NS
Chief Superintendent	0.63	0.77	0.68	0.83	0.70	0.17	NS
Assistant Chief Superintendent	0.33	0.49	0.51	0.51	0.44	0.19	NS
Consultant	0.77	1.05	1.03	0.66	1.09	0.83	NS
Regional Superintendent	0.57	0.66	0.52	0.56	0.57	0.08	NS
Local NTA	0.50	1.00	0.86	0.98	0.77	0.95	NS
Central NTA	0.47	0.77	0.74	1.00	0.98	1.12	NS
Faculty of Education	0.83	1.21	1.16	1.13	1.43	0.88	NS

$\alpha = .05$

TABLE 39
 MEAN EFFECTIVENESS SCORES OF TEACHERS WHO FOUND
 THE ROLE APPLICABLE BY POPULATION OF THE
 AREA SERVED BY THE SCHOOL

Supervisory Role	Population of Area					F	P
	<500	500-999	1000-4999	5000-10,000	>10,000		
Principal	2.55	2.58	2.58	2.70	2.66	0.13	NS
Vice-Principal	0.50	2.07	1.41	1.94	1.63	3.46	.009
Other Teacher	1.90	2.00	1.48	1.57	1.96	1.41	NS
District Superintendent	2.64	1.60	1.56	1.30	1.06	2.93	.02
Assistant District Superintendent	1.33	0.52	0.85	0.59	0.71	0.91	NS
Board Supervisor	1.90	1.75	1.66	1.48	1.47	0.47	NS
Coordinating Principal	1.55	1.29	1.09	1.02	1.36	0.64	NS
Board Specialist	1.56	1.33	1.30	1.52	0.85	1.11	NS
Chief Superintendent	0.82	0.73	0.65	0.83	0.69	0.24	NS
Assistant Chief Superintendent	0.55	0.35	0.38	0.68	0.45	1.02	NS
Consultant	1.91	0.67	1.03	0.90	0.81	1.94	NS
Regional Superintendent	0.56	0.85	0.48	0.52	0.61	0.58	NS
Local NTA	0.55	1.10	0.69	0.98	0.84	1.25	NS
Central NTA	0.45	0.60	0.78	1.00	0.81	0.91	NS
Faculty of Education	1.18	1.18	1.13	1.14	1.35	0.17	NS

$$\alpha = .05$$

500 or more perceived the role of vice-principal to be more effective than did the teachers in areas with populations less than 500. Those teachers in areas with populations of 500-999 and 5,000-10,000 perceived the role to be most helpful.

The analysis of variance showed differences among the five groups of mean scores significant at the .02 level for teachers' perceived effectiveness of the role of district superintendent (Table 39). The Scheffe test further showed that the significant differences were between the perceived effectiveness of teachers in areas with populations less than 500 and those in areas with populations of 5,000 or more (Table 41). This role was perceived to be most effective by teachers in areas with populations less than 500, while teachers in areas with populations more than 5,000 perceived the role to be least helpful.

Hypothesis 14. For each supervisory role, it was hypothesized that the type of school board and teachers' perceived effectiveness were significantly related. Table 42 gives the mean effectiveness scores of teachers employed by the various school boards. The roles of district superintendent, coordinating principal, and board specialist were shown by the analysis of variance to be related significantly to teachers' perceptions of effectiveness when grouped by school boards.

For the role of district superintendent, the Scheffe test showed that the significant differences were between the mean effectiveness scores of teachers employed by the Roman Catholic school boards and 'Other boards' (Pentecostal and Seventh Day Adventist), and, also, between Roman Catholic school boards and Integrated school boards (Table 43). Teachers employed by the Roman Catholic school boards perceived the role of superintendent to be more effective than did the teachers of all

TABLE 40
SCHEFFE PROBABILITY MATRIX FOR VICE-PRINCIPAL
BY POPULATION OF AREA

	< 500	500- 999	1,000- 4,999	5,000- 10,000	>10,000
< 500	1.00	0.09 ^a	0.51	0.10 ^a	0.37
500 - 999		1.00	0.28	0.99	0.81
1,000 - 4,999			1.00	0.25	0.97
5,000 - 10,000				1.00	0.90
>10,000					1.00

^aSignificant Probabilities

TABLE 41
SCHEFFE PROBABILITY MATRIX FOR DISTRICT SUPERINTENDENT
BY POPULATION OF AREA

	< 500	500- 999	1,000- 4,999	5,000- 10,000	>10,000
< 500	1.00	0.32	0.22	0.08 ^a	0.04 ^a
500 - 999		1.00	0.99	0.89	0.63
1,000 - 4,999			1.00	0.87	0.58
5,000 - 10,000				1.00	0.96
>10,000					1.00

^aSignificant Probabilities

TABLE 42
 MEAN EFFECTIVENESS SCORES OF TEACHERS
 WHO FOUND THE ROLE APPLICABLE BY
 TYPE OF SCHOOL BOARD

Supervisory Role	Type of School Board			F	P
	Integrated	Roman Catholic	Others		
Principal	2.56	2.72	2.57	0.50	NS
Vice-Principal	1.78	1.40	1.56	1.92	NS
Other Teacher	1.68	1.77	1.00	1.72	NS
District Superintendent	1.32	1.88	0.77	5.98	.002
Assistant District Superintendent	0.57	1.00	0.67	2.36	NS
Board Supervisor	1.58	1.65	1.62	0.06	NS
Coordinating Principal	0.97	1.56	1.08	4.13	.01
Board Specialist	1.02	1.77	1.38	6.83	.001
Chief Superintendent	0.65	0.89	0.43	1.54	NS
Assistant Chief Superintendent	0.52	0.43	0.21	0.69	NS
Consultant	0.84	1.22	0.46	2.83	NS
Regional Superintendent	0.45	0.78	0.73	1.73	NS
Local NTA	0.86	0.89	0.42	0.90	NS
Central NTA	0.80	0.82	0.57	0.25	NS
Faculty of Education	1.28	1.05	0.69	1.66	NS

$\alpha = .05$

other school boards -- Integrated, Pentecostal, and Seventh Day Adventist. Furthermore, teachers employed with the Integrated school boards perceived this role to be more helpful than did the teachers with the Pentecostal and Seventh Day Adventist school boards.

The significant difference for the role of coordinating principal, as identified by the Scheffe test, was between the mean effectiveness scores of teachers employed by the Roman Catholic school boards and those employed by the Integrated school boards (Table 44). Teachers with the Roman Catholic school boards perceived this role to be more helpful than did the teachers with either the Integrated boards or the Other boards. Teachers with the Integrated boards perceived this role as least effective (Table 42).

The Scheffe test showed a significant difference in the mean scores of the role of board specialist according to type of school board existed between the perceptions of teachers with the Roman Catholic boards and those of teachers with Integrated boards (Table 45). Teachers working with the Roman Catholic school boards perceived the effectiveness of this role to be significantly higher than did any of the other teachers grouped by school board. Also, teachers working with the Pentecostal and Seventh Day Adventist boards perceived this role to be more helpful than did the teachers working with Integrated boards (Table 42).

Hypothesis 15. For each supervisory role, it was hypothesized that grade taught and teachers' perceived effectiveness were significantly related. None of the F-ratios were found to be significant at the .05 level (Table 46), when the mean effectiveness scores were analyzed for differences for each role by the grade taught (four groups). There-

TABLE 43

SCHEFFE PROBABILITY MATRIX FOR DISTRICT SUPERINTENDENT
BY TYPE OF SCHOOL BOARD

	Integrated	Roman Catholic	Others
Integrated	1.00	0.02 ^a	0.40
Roman Catholic		1.00	0.03 ^a
Others			1.00

^aSignificant Probabilities

TABLE 44

SCHEFFE PROBABILITY MATRIX FOR COORDINATING PRINCIPAL
BY TYPE OF SCHOOL BOARD

	Integrated	Roman Catholic	Others
Integrated	1.00	0.02 ^a	0.96
Roman Catholic		1.00	0.52
Others			1.00

^aSignificant Probability

TABLE 45

SCHEFFE PROBABILITY MATRIX FOR BOARD SPECIALIST
BY TYPE OF SCHOOL BOARD

	Integrated	Roman Catholic	Others
Integrated	1.00	0.001 ^a	0.74
Roman Catholic		1.00	0.58
Others			1.00

^aSignificant Probability

TABLE 46
 MEAN EFFECTIVENESS SCORES OF TEACHERS
 WHO FOUND THE ROLE APPLICABLE BY
 GRADE TAUGHT

Supervisory Role	Grade Taught				P	F
	4	5	6	4 - 6		
Principal	2.70	2.68	2.46	2.58	0.53	NS
Vice-Principal	1.53	1.81	1.70	1.50	0.63	NS
Other Teacher	1.49	1.77	1.62	1.92	0.99	NS
District Superintendent	1.40	1.73	1.44	1.37	0.83	NS
Assistant District Superintendent	0.70	0.95	0.61	0.57	0.82	NS
Board Supervisor	1.60	1.67	1.47	1.72	0.32	NS
Coordinating Principal	1.09	1.25	0.87	1.43	1.28	NS
Board Specialist	1.21	1.47	1.42	1.12	0.64	NS
Chief Superintendent	0.59	1.02	0.69	0.60	1.75	NS
Assistant Chief Superintendent	0.41	0.67	0.36	0.46	1.05	NS
Consultant	0.85	1.30	0.84	0.81	1.27	NS
Regional Superintendent	0.70	0.72	0.54	0.24	1.68	NS
Local NTA	0.80	0.93	0.89	0.75	0.26	NS
Central NTA	0.67	0.85	0.96	0.75	0.68	NS
Faculty of Education	1.04	1.43	1.35	0.88	2.09	NS

$$\alpha = .05$$

fore, the Scheffe test was not applied to the means. Since no significant relationship was found between the grade taught and teachers' perceived effectiveness of each supervisory role, the hypothesis was rejected.

Hypothesis 16. For each supervisory role, it was hypothesized that the size of school and teachers' perceived effectiveness were significantly related. The variable size of school was found to be related significantly to teachers' perceived effectiveness of one supervisory role, vice-principal (Table 48).

With regard to the perceived effectiveness of this role, the Scheffe test showed a significant difference between teachers in schools with 2-5 teachers and those in schools with more than 18 teachers (Table 47). Teachers in small schools (2-5 teachers) found the role of vice-principal to be least helpful. As the size of the school increased from small to large, so did the teachers' perceived helpfulness of this role.

Hypothesis 17. For each supervisory role, it was hypothesized that teaching experience and teachers' perceived effectiveness were significantly related. The variable teaching experience was related significantly to teachers' perceived effectiveness of five supervisory roles; namely, district superintendent, board specialist, consultant, regional superintendent, and central office of Newfoundland Teachers' Association (Table 49).

The analysis of variance indicated that there were significant differences among the effectiveness mean scores of the five groups of teachers rating the role of board specialist (Table 49). The F-ratio was significant ($p = .04$) but the Scheffe probability matrix did not show significance at the .10 level or less. The lowest probability (0.12) was

TABLE 47
SCHEFFE PROBABILITY MATRIX FOR VICE-PRINCIPAL
BY SIZE OF SCHOOL

	2 - 5 Teachers	6 - 11 Teachers	12 - 18 Teachers	> 18 Teachers
2 - 5 Teachers	1.00	0.23	0.21	0.02 ^a
6 - 11 Teachers		1.00	0.99	0.26
12 - 18 Teachers			1.00	0.48
> 18 Teachers				1.00

^aSignificant Probability

between those teachers with less than 1 year experience and those with 11-20 years experience. A parusal of the mean scores of the different groups of teachers according to experience indicated that teachers with 11 - 20 years perceived the role most helpful and teachers with less than 1 year rated the role as the least effective.

Teachers with less than 1 year teaching experience perceived the role of district superintendent to be the least helpful (Table 49). The Scheffe test failed to find a significant difference ($\alpha \leq .10$) between any of the five groups of teachers divided according to experience, but the lowest probability (0.14) was between teachers with less than 1 year experience and those with 11-20 years experience. Also, from the information supplied by Table 49, it is evident that teachers with 11 years or more of teaching experience perceive the role of district superintendent as being the most helpful.

The analysis of variance showed that there were significant differences among the groups of teachers divided according to experience for the perceived effectiveness of the role of consultant (Table 49).

TABLE 48
 MEAN EFFECTIVENESS SCORES OF TEACHERS
 WHO FOUND THE ROLE APPLICABLE BY
 SIZE OF SCHOOL

Supervisory Role	Number of Teachers in School				F	P
	2-5	6-11	12-18	>18		
Principal	2.24	2.57	2.86	1.69	2.11	NS
Vice-Principal	0.81	1.58	1.64	1.07	3.46	.01
Other Teacher	1.67	1.64	1.47	2.00	1.23	NS
District Superintendent	1.50	1.63	1.46	1.17	1.18	NS
Assistant District Superintendent	0.59	0.94	0.76	0.41	1.78	NS
Board Supervisor	1.84	1.78	1.51	1.20	2.38	NS
Coordinating Principal	1.21	1.24	0.95	1.18	2.48	NS
Board Specialist	1.09	1.32	1.45	1.26	0.35	NS
Chief Superintendent	1.12	0.70	0.45	0.79	2.35	NS
Assistant Chief Superintendent	0.76	0.46	0.24	0.57	2.12	NS
Consultant	0.88	1.01	1.09	0.71	0.77	NS
Regional Superintendent	0.81	0.60	0.31	0.66	1.31	NS
Local NTA	0.91	0.78	0.81	0.98	0.34	NS
Central NTA	0.71	0.67	0.78	1.15	1.71	NS
Faculty of Education	1.06	1.23	1.07	1.25	0.29	NS

$\alpha = .05$

TABLE 49
 MEAN EFFECTIVENESS SCORES OF TEACHERS
 WHO FOUND THE ROLE APPLICABLE BY
 TEACHING EXPERIENCE

Supervisory Role	Years of Teaching Experience					F	P
	< 1	1-3	4-10	11-20	> 20		
Principal	2.50	2.52	2.67	2.59	3.00	0.67	NS
Vice-Principal	1.50	1.43	1.84	1.57	1.65	0.88	NS
Other Teacher	2.09	1.79	1.59	1.26	1.81	1.70	NS
District Superintendent	0.97	1.20	1.64	1.86	1.82	2.92	.02
Assistant District Superintendent	0.64	0.51	0.81	1.11	0.67	0.95	NS
Board Supervisor	1.35	1.60	1.72	1.67	1.41	0.51	NS
Coordinating Principal	1.04	1.05	1.23	1.23	1.23	0.23	NS
Board Specialist	0.80	1.10	1.46	1.80	1.10	2.48	.04
Chief Superintendent	0.72	0.61	0.80	0.67	0.82	0.28	NS
Assistant Chief Superintendent	0.63	0.45	0.52	0.33	0.29	0.55	NS
Consultant	0.34	0.82	1.09	1.28	1.05	2.54	.04
Regional Superintendent	0.88	0.30	0.73	0.20	0.75	2.37	.05
Local NTA	0.63	0.77	1.06	0.74	0.59	1.36	NS
Central NTA	0.53	0.50	0.97	0.87	1.29	2.56	.04
Faculty of Education	0.97	0.81	1.40	1.38	1.18	2.21	NS

$$\alpha = .05$$

The Scheffe indicated that the greatest difference existed between teachers with less than 1 year and those with 11-20 years experience (Table 50). Also, teachers with 11-20 years of teaching experience perceived the role of consultant to be more effective than did any other group.

TABLE 50
SCHEFFE PROBABILITY MATRIX FOR CONSULTANT
BY YEARS OF TEACHING EXPERIENCE

	<1 Year	1 - 3 Years	4 - 10 Years	11 - 20 Years	>20 Years
<1 Year	1.00	0.63	0.14	0.08 ^a	0.55
1 - 3 Years		1.00	0.85	0.61	0.98
4 - 10 Years			1.00	0.97	1.00
11 - 20 Years				1.00	0.99
>20 Years					1.00

^aSignificant Probability

For the roles of regional superintendent and central office of the Newfoundland Teachers' Association, the analysis of variance showed a significant relationship between the teachers' perceived effectiveness and teaching experience (Table 49). The Scheffe test did not identify differences for either role between any groups of teachers by experience. The teachers with 4-10 years experience perceived the role of regional superintendent to be most helpful, while teachers with more than 20 years experience found the role of central NTA to be the most effective.

Hypothesis 18. For each supervisory role, it was hypothesized that academic and professional preparation of teachers and teachers'

perceived effectiveness were significantly related. The number of years of training was related significantly to teachers' perceptions of the effectiveness of two roles; namely, district superintendent and regional superintendent (Table 51). The Scheffe test did not identify any difference at the .10 level or less among the groups of teachers divided according to training for either of the above roles. A perusal of the mean effectiveness scores for these two roles (Table 51) indicates that teachers with less than two years of professional training perceived the district superintendent to be more helpful than did any other group of teachers rating the role. It seems, as the professional training of teachers increased, their perceived effectiveness of the role of district superintendent decreased. Furthermore, the regional superintendent's role was perceived to be more effective by teachers with very little or no professional training. As with the role of district superintendent, teachers' perceived effectiveness of this role decreased as the years of training increased.

CORRELATION OF INFLUENTIAL AND EFFECTIVE ROLES

Hypothesis 19

It was hypothesized that there would be a high positive correlation between the rank orders of influential and effective supervisory roles.

When all of the teachers responding were considered, the rank order correlation between influential and effective supervisory roles was .99 with a probability of $< .001$ (Table 52). Similarly, when only those teachers to whom the role applied were considered, the correlation was .98 with a probability of $< .001$ (Table 53). Therefore, this hypothesis

TABLE 51

MEAN EFFECTIVENESS SCORES OF TEACHERS
WHO FOUND THE ROLE APPLICABLE BY
PROFESSIONAL PREPARATION

Supervisory Role	Years of Professional Preparation							F	P
	None	<1	1	2	3	4	>4		
Principal	3.25	3.25	2.74	2.59	2.80	2.51	2.03	1.78	NS
Vice-Principal	3.00	2.25	1.72	1.79	1.40	1.59	1.45	0.72	NS
Other Teacher	1.25	1.75	1.34	1.86	1.59	1.87	1.69	0.82	NS
District Superintendent	1.00	2.00	2.00	1.41	1.40	1.18	1.12	2.44	.02
Assistant District Superintendent	2.00	1.00	1.03	0.87	0.56	0.56	0.32	1.29	NS
Board Supervisor	2.00	2.50	1.61	1.66	1.60	1.42	1.56	0.47	NS
Coordinating Principal	0.67	2.00	1.21	1.25	1.22	1.03	0.81	0.62	NS
Board Specialist	3.00	1.50	1.59	1.19	1.51	0.84	1.26	1.65	NS
Chief Superintendent	0.25	0.75	0.94	0.73	0.69	0.54	0.69	0.68	NS
Assistant Chief Superintendent	0.25	2.75	0.60	0.47	0.24	0.61	0.50	0.91	NS
Consultant	0.75	2.00	0.86	0.93	1.02	0.97	1.04	0.68	NS
Regional Superintendent	1.67	2.00	0.69	0.72	0.33	0.40	0.32	2.20	.04
Local NTA	0.50	2.00	0.74	0.83	0.88	1.03	0.62	1.03	NS
Central NTA	0.25	1.75	0.62	0.66	1.02	0.82	1.00	1.41	NS
Faculty of Education	0.25	2.50	0.88	1.17	1.27	1.33	1.27	1.70	NS

 $\alpha = .05$

TABLE 52

CORRELATION OF INFLUENTIAL AND EFFECTIVE SUPERVISORY
ROLES WHEN ALL TEACHERS RESPONDING WERE
CONSIDERED (N = 245)

Supervisory Role	Rank Order on Influence	Rank Order on Effectiveness
Principal	1	1
Other Principal	2.5	2
Board Supervisor	2.5	3
Vice-Principal	4	4
District Superintendent	5	5
Faculty of Education	6	6
Board Specialist	7	7
Coordinating Principal	8	9
Local NTA	9	10
Consultant	10	8
Central NTA	11	11
Chief Superintendent	12	12
Assistant District Superintendent	13	13
Assistant Chief Superintendent	14	14
Regional Superintendent	15	15

$$r_s = .99; p < .001$$

TABLE 53

CORRELATION OF INFLUENTIAL AND EFFECTIVE SUPERVISORY
ROLES WHEN ONLY TEACHERS TO WHOM THE ROLE
APPLIED WERE CONSIDERED

Supervisory Role	Rank Order on Influence	Rank Order on Effectiveness
Principal	1	1
Board Supervisor	2	4
Vice-Principal	3	3
Other Teacher	4	2
District Superintendent	5	5
Board Specialist	6	6
Coordinating Principal	7	8
Faculty of Education	8	7
Local NTA	9	10
Consultant	10	9
Central NTA	11	11
Assistant District Superintendent	12	12
Chief Superintendent	13	13
Regional Superintendent	14	14
Assistant Chief Superintendent	15	15

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

has been proven statistically to be true and must be accepted.

SUMMARY

As stated at the beginning, this chapter has been divided into three parts. Consequently, the summary will follow the same format.

At least 57 per cent of all the teachers responding found five roles to be effective. These roles were principal, vice-principal, 'other teacher', board supervisor and district superintendent. These five roles, along with board specialist and Faculty of Education, were perceived to be the most effective based on mean effectiveness scores computed in two different ways; (i) total effectiveness score divided by all teachers responding and (ii) total effectiveness score divided by those teachers to whom the role applied. The most effective role was that of principal.

Of the 95.9 per cent of the teachers who identified a most effective supervisory role, 88 per cent identified roles within the school or school system; namely, principal, vice-principal, 'other teacher,' board supervisor, board specialist, and district superintendent. In their selection of a least effective supervisory role, 41 per cent of the 66 per cent of the teachers who responded identified roles within the school or school system, but the choices were spread more widely over the 15 roles than they were for the most effective roles.

The mean effectiveness scores, determined by dividing the total effectiveness score for each role by the number of teachers to whom the role applied, were related to school and teacher variables listed previously in this chapter. No variable was related significantly to teachers' perceived effectiveness of the role of principal. Sex was

related to the role of 'other teacher'; male teachers perceived the role to be more effective than did female teachers. The role of vice-principal was perceived as most helpful by teachers in large schools (18 or more teachers) and by teachers in areas with populations of 5,000 to 10,000. Teachers in smaller areas (populations less than 500), employed by the Roman Catholic school board, with more than 10 years of teaching experience, and less than 2 years training perceived the role of district superintendent as the most helpful. Teachers with the Roman Catholic school boards perceived the role of coordinating principal to be more effective than did the teachers employed by any of the other three types of school boards. The role of board specialist was perceived to be most helpful by teachers working with Roman Catholic school boards and having 11 to 20 years of teaching experience. Teachers with 11 to 20 years of teaching experience were the group who perceived the role of consultant as the most effective, while teachers with more than 20 years of teaching experience were the group who perceived the role of Newfoundland Teachers' Association (central office) as the most effective. Teachers perceived the local NTA as slightly more effective than the central NTA. The role of regional superintendent was perceived most helpful by teachers with less than 1 year teaching experience and less than 1 year of professional training. The remaining roles had no school and teacher variable related significantly to them. These roles were board supervisor, assistant district superintendent, chief superintendent, assistant chief superintendent, Local NTA, and Faculty of Education at Memorial University.

The correlation of the rank orders between influence and effectiveness was highly positive. When the Spearman rank order correlation coefficients were computed, the r_s was .98 for the groups to whom the

role applied and .99 for the groups when all of the teachers responding were considered. The probability of this happening by chance was far less than .001.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into three major sections. The first summarizes the problem, the research design, and the major findings. The second contains the conclusions resulting from an interpretation of the findings. The third section lists a number of recommendations which the writer feels should be carried out as a result of this study.

SUMMARY

The Problem

The purpose of this study was to identify the possible supervisory roles existing within the educational system of the province of Newfoundland and Labrador; and then analyze the influence and effectiveness of these roles, as perceived by the elementary teachers, in helping to improve the content, processes, and outcomes of the teachers' work in the school and classroom.

Therefore, the major problems of this study were as follows:

- 1) What supervisory roles were perceived by the elementary teachers as influencing or affecting their behavior with respect to the content, processes and outcomes of their teaching?
- 2) To what extent were the various influential roles perceived as effective in improving the elementary teachers' behavior

with respect to the content, processes, and outcomes of their teaching?

The sub-problems of the study were as follows:

- 1) What influential supervisory roles were perceived by the elementary teachers to be (a) most effective and (b) least effective in serving to improve the content, processes, and outcomes of their teaching?
- 2) Were elementary teachers' perceptions of supervisory influence and effectiveness related significantly to the following factors?
 - (a) Sex
 - (b) Size of town
 - (c) Population of area served by the school
 - (d) Type of school board
 - (e) Grade taught
 - (f) Size of school
 - (g) Teaching experience
 - (h) Length of academic and professional preparation

Research Design

By means of random sampling from lists obtained from the records of the Department of Education, 300 teachers were selected from a population of 1,179 elementary teachers who were employed by the 35 school districts in Newfoundland and Labrador in 1971-72. A questionnaire, designed to investigate the influence and effectiveness of supervisory roles, was sent to each teacher in the sample. Two hundred and forty-five teachers -- at least one from every school district in the province -- returned a completed questionnaire.

On the questionnaire, teachers were asked to identify from a list of 15 possible supervisory roles, those roles which influenced or affected their behavior as a teacher with respect to the content, processes and outcomes of their work in the school and classroom. Next, teachers were requested to rate the effectiveness of each influential role using a scale ranging from 4 -- very effective to 1 -- ineffective. Effectiveness was defined as the extent to which a supervisory role was perceived to help teachers improve their teaching behavior. Finally, after rating each of the 15 roles on influence and effectiveness, teachers were asked to identify the most effective supervisory role and the least effective supervisory role.

The data were analyzed to determine the influence and effectiveness of the various supervisory roles. First, the data were analyzed by number and per cent of teachers identifying each role as influential. Then, by means of cross-tabulations and chi-square tests, significant relationships between the school and teacher variables, and teachers' perception of the influence of each role were investigated. Next, the various supervisory roles were ranked by mean effectiveness scores, and by means of analysis of variance and the Scheffe multiple comparison of means test, the significant relationships between the school and teacher variables and teachers' perceptions of the effectiveness of each role were investigated. Finally, Spearman rank order correlations were used to compare teachers' perceived influence with teachers' perceived effectiveness of each supervisory role.

Major Findings

The influence of supervisory roles. Of the fifteen supervisory roles, the principal was rated as influential, that is, affecting the

behavior of teachers with respect to the content, processes and outcomes of their teaching, by almost 90 per cent of all the teachers responding. The other four roles, identified as influential by at least 57 per cent of all the teachers responding and by at least 58 per cent of all the teachers to whom the role applied were: 'other teacher', vice-principal, board supervisor, and district superintendent. One other role, board specialist, was identified as influential by 54 per cent of all the teachers to whom the role applied. The remaining roles were rated as non-influential by more than 50 per cent of all the teachers responding.

A high positive correlation ($r_s = .90$; $p < .001$) was found between the order of supervisory roles ranked according to teachers' responses and an hypothesized rank order. This was a significant finding because it supported a major hypothesis that the perceived influence of the supervisory role decreased as the physical distance between the teacher and supervisor increased.

Certain school and teacher variables were found to be related significantly to teachers' perceived influence of 11 of the 15 supervisory roles considered. The relationships of these factors to the six roles identified as influential by more than 50 per cent of all the teachers to whom the role applied were as follows: Teachers with less than one year of professional preparation perceived the role of principal to be more influential than did any other group. The role of vice-principal was found to be very influential by teachers in large schools (more than 18 teachers) and by teachers in schools serving areas with a population between 5,000 and 10,000. A greater percentage of teachers in small schools (2-5 teachers) than in any other size school perceived the role of board supervisor as influential. The role of 'other teacher'

was found to be more influential by male teachers than by female teachers. The groups of teachers who found the role of district superintendent as significantly influential were those employed by Roman Catholic school boards, those with more than 20 years experience, and those with one year of professional preparation. Roman Catholic teachers and those with 11 to 20 years teaching experience perceived the role of board specialist to be more influential than did any other group.

The effectiveness of supervisory roles. The five supervisory roles which had been identified as influential by at least 57 per cent of all the teachers responding were also rated as the five most effective supervisory roles, that is, roles which were perceived as serving to improve the content, processes and outcomes of the teachers' work in the school and classroom. When only those teachers to whom the role applied were considered, the role ranked sixth on influence was also the sixth most effective role. Again, the principal was found to be the most effective supervisory role.

When the first six most effective supervisory roles, as identified by all of the teachers responding, were calculated, they were the same six roles found by a clear majority of teachers as influential and also as effective. These same six roles, again, were selected as the least effective, but with low percentages (less than 10 per cent). For example, over 50 per cent of the teachers selected the role of principal as the most effective, compared to less than 6 per cent as the least effective.

A high positive correlation ($r_s = .88$; $p < .001$) was found between an hypothesized rank order of supervisory roles and the order of roles according to teachers' responses. This was a significant finding because

it supported a major hypothesis that the perceived effectiveness of the supervisory role decreased as the physical distance between the teacher and the supervisor increased.

Certain school and teacher variables were found to be related significantly to teachers' perceived effectiveness of 8 of the 15 supervisory roles considered. Two of the six most effective supervisory roles, principal and board supervisor, had no factor significantly related to them. The factors related to the other four most effective roles were: Male teachers perceived the role of 'other teacher' to be more effective than did female teachers. Teachers in large schools (more than 18 teachers) and those in areas serving populations between 5,000 and 10,000 found the role of vice-principal to be most effective. The role of district superintendent was found to be most effective by three groups of teachers: those in small areas (less than 500 population), those with more than 10 years experience, and those employed by the Roman Catholic school boards. Teachers with 11 to 20 years experience and teaching with the Roman Catholic school boards perceived the role of board specialist to be the most helpful. Teachers with more than 20 years of teaching experience perceived the Central NTA to be most effective.

Teachers' perceptions to the influence and effectiveness of supervisory roles correlated highly ($r_s \geq .98$; $p < .001$), when the rank order of roles were compared in two ways: (i) using all teachers responding and (ii) using all teachers to whom the role applied.

CONCLUSIONS

1. The supervisory roles perceived by a clear majority of teachers as influential were those of principal, vice-principal, 'other

teacher, district superintendent, board supervisor, and board specialist. These same six roles were perceived by teachers as the most effective in helping teachers improve the content, processes and outcomes of their work in the school and classroom. Out of these six roles the principal was perceived as most strongly affecting the behavior of teachers resulting in the improvement of their (teachers') work in the school and classroom.

2. The supervisory roles which were closer to the teacher in physical distance were perceived by a substantial majority of teachers to be influential, and were perceived by teachers to be most effective in helping them improve their teaching behavior.

3. The supervisory roles which were outside the school and the school system were not perceived by teachers as affecting their teaching behavior either directly or indirectly in attempting to help teachers improve the content, processes and outcomes of their work in the school and classroom.

4. Generally, supervisory roles were perceived to be influential and most effective by inexperienced teachers with very little professional preparation.

5. The supervisory role which was related significantly to the greatest number of school and teacher variables was that of district superintendent.

6. Population of area served by the school is a better variable than size of town in finding relationships with teachers' perceptions of influence and effectiveness.

RECOMMENDATIONS

1. Since the role of principal has been found to be influential by an overwhelming majority of teachers and to be, by far, the most effective, it is recommended that continued emphasis be placed on this role so that educational decisions will continue to be made at the school building level where the effects are found and evaluated.

2. In view of the fact that roles closest to the teacher in physical distance were found by teachers to be the most helpful, it is recommended that supervisors at the district level be stationed strategically to work with teachers in particular parts of the district rather than be attached to a central office which, often, by virtue of its location isolates the supervisor from effectively helping many of the teachers far removed.

3. Because the role of 'other teacher' was perceived as effective in helping teachers, it is recommended that the teacher's role be reviewed and restructured so as to provide greater opportunities for teachers to help each other by their sharing and discussion of new ideas and techniques of teaching.

4. It seems that supervisors concentrate on the inexperienced and untrained teachers (probably, at the expense of other teachers who, also, need help), therefore, it is recommended that supervisors assess their behavior and help wherever there are 'needs.'

5. This study demonstrates that teachers believe that supervisory functions are carried out by various roles within the educational

set-up other than the roles that are designated by the title 'supervisor.' Teachers' responses strongly indicated, however, that they regard those supervisory roles as influential and effective in improving the classroom situation that are closely associated with the teaching role. This study clearly shows that as the physical distance between the teacher and the supervisor increased, the least often were these roles identified as influential and the lower were they rated on effectiveness. The role of principal, for example, where the incumbent has the opportunities to be close to staff members was rated more often as influential and rated more effective than any of the other 14 roles considered in the study. Teachers' responses further pointed out that roles far removed from the teacher seldom affected their behavior and are unlikely to effectively help teachers with their work regardless of the supervisory skill they might have. It is therefore, recommended that in creating, restructuring, or changing roles concerned with the improvement of the teaching-learning process, the factor of closeness to the teacher be given high priority.

6. Because the supervisory roles within the school and school system were perceived by teachers as the most effective in helping teachers improve their teaching behavior, it is recommended that a study of the teachers' perceived styles and behaviors of the supervisors in these roles be undertaken.

7. One of the assumptions made in this study was that teachers rated the role and not the person presently occupying it. An attempt was made to test this assumption. In the questionnaire,¹ immediately

¹See Appendix A, p. 143.

following teachers' identification of the most effective supervisory role, teachers were asked the extent to which the person in the role personally contributed to their evaluation of its effectiveness. The same procedure followed teachers' identification of the least effective supervisory role. The responses, 1 -- to a great extent, or 2 -- to some extent, meant that teachers probably rated the person rather than the role. The responses, 3 -- to a lesser extent, or 4 -- to no extent, meant that teachers rated the role.

Teachers' responses indicated that in selecting the most effective supervisory role, they tended to rate the person. However, when selecting the least effective supervisory role, they tended to rate the role and not the person (Table 54).

Teachers' selection of the most effective role contradicts the assumption that teachers rated the role and not the person. But, their selection of the least effective role supports the assumption.

TABLE 54

DISTRIBUTION OF TEACHER RESPONSES AS TO WHETHER TEACHERS
RATED PERSON OR ROLE IN THEIR SELECTION OF THE MOST
EFFECTIVE AND LEAST EFFECTIVE SUPERVISORY
ROLES

	Most Effective		Least Effective	
	Frequency	Per cent	Frequency	Per cent
Person	188	85	51	34
Role	31	15	98	66
Totals	219	100	149	100

Whereas this may be a weak indication of how teachers rated the supervisory roles considered in this study, it is recommended that this assumption be looked at more seriously in other studies of this nature.

SELECTED BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

- Allport, Floyd H. Theories of Perception and the Concept of Structure. New York: John Wiley and Sons, Inc., 1967.
- Berelson, B., and G. A. Steiner. Human Behavior: An Inventory of Scientific Findings. New York: Harcourt, Brace and World, Inc., 1964.
- Berman, Louise M., and Mary Lou Usery. Personalized Supervision: Sources and Insights. Washington, D. C.: Association for Supervision and Curriculum Development, 1966.
- Blau, Peter M., and Richard W. Scott. Formal Organizations: A Comparative Approach. San Francisco: Chandler Publishing Company, 1962.
- Bradfield, Luther E. Supervision for Modern Elementary Schools. Columbus, Ohio: Charles E. Merrill Books, Inc., 1964.
- Burnham, Reba M., and Martha L. King. Supervision in Action. Washington, D. C.: Association for Supervision and Curriculum Development, 1961.
- Burton, William H., and Leo J. Bruckner. Supervision: A Social Process. New York: Appleton - Century - Crofts, Inc., 1955.
- Campbell, Roald F., John E. Corbally, Jr., and John A. Ramseyer. Introduction to Educational Administration. Third Edition. Boston: Allyn and Bacon, Inc., 1966.
- Cartwright, D., and A. Zander. Group Dynamics: Research and Theory. Third Edition. New York: Harper and Row, Publishers, 1968.
- Ebel, Robert L. (ed.). Encyclopedia of Educational Research. Third Edition. London: Collier - MacMillan, Ltd., 1969.
- Edwards, Allen L. Statistical Analysis. New York: Holt, Rinehart and Winston, Inc., 1969.
- Eye, Glen G., and Lanore A. Netzer. Supervision of Instruction: A Phase of Administration. New York: Harper and Row, Publishers, 1965.
- Ferguson, George A. Statistical Analysis in Psychology and Education. New York: McGraw - Hill Book Company, 1959.

- Feyereisen, Kathryn, V., John A. Fiorino, and Arlene T. Nowak. Supervision and Curriculum Renewal. New York: Appleton - Century - Crofts, Inc., 1970.
- Good, Carter V. Dictionary of Education. New York: McGraw - Hill Book Company, Inc., 1959.
- Gross, Neal, and Robert E. Herriot. Staff Leadership in Public Schools: A Sociological Inquiry. New York: John Wiley and Sons, Inc., 1965.
- Halpin, Andrew W. (ed.). Administrative Theory in Education. Chicago: Midwest Administration Center, University of Chicago, 1958.
- Harris, Ben M. Supervisory Behavior in Education. Englewood Cliffs, N. J.: Prentice - Hall, Inc., 1963.
- Heald, James E., and Samuel A. Moore. The Teacher and Administrative Relationships in School Systems. New York: The Macmillan Company, 1968.
- _____, Louis G. Romano, and Nicholas P. Georgiady (eds.). Selected Readings on General Supervision. London: The Macmillan Company, 1970.
- Katz, Daniel, and Robert L. Kahn. The Social Psychology of Organization. New York: John Wiley and Sons, Inc., 1967.
- Lasswell, Harold D., and Abraham Kaplan. Power and Society. New York: Yale University Press, 1950.
- Lucio, William H. Supervision: Perspectives and Propositions. Washington, D. C.: Association for Supervision and Curriculum Development, 1967.
- _____, and John D. McNeil. Supervision: A Synthesis of Thought and Action. New York: McGraw - Hill Book Company, 1969.
- McCarty, Donald J., and Charles E. Ramsey. The School Managers. Westport, Conn.: Greenwood Publishing Corp., 1971.
- Neagley, Ross L., and Dean N. Evans. Handbook for Effective Supervision. Second Edition. Englewood Cliffs, N. J.: Prentice - Hall, Inc., 1970.
- Owens, Robert G. Organizational Behavior in School. Englewood Cliffs, N. J.: Prentice - Hall, Inc., 1970.
- Reeder, Edwin H. Supervision in the Elementary School. Boston: Houghton Mifflin Company, 1953.
- Reeves, A. W., John H. M. Andrews, and Fred Enns (eds.). The Canadian School Principal. Toronto: McClelland and Stewart, 1962.
- Rowe, Frederick W. The Development of Education in Newfoundland. Toronto: The Ryerson Press, 1964.

- Ryans, David G. Characteristics of Teachers: Their Description, Comparison, and Appraisal. Washington, D. C.: American Council on Education, 1960.
- Savage, William W. Interpersonal and Group Relations in Educational Administration. Glenview, Ill.: Scott, Foresman and Company, 1968.
- Selltiz, Claire, Marie Johoda, Morton Duetsch, and Stuart W. Cook. Research Methods in Social Relations. New York: Holt, Rinehart and Winston, 1966.
- Sergiovanni, Thomas J., and Robert J. Starratt. Emerging Patterns of Supervision: Human Perspectives. New York: McGraw - Hill Book Company, 1971.
- Spears, Harold. Improving the Supervision of Instruction. New York: Prentice - Hall, Inc., 1953.
- Swearingen, Mildred E. Supervision of Instruction: Foundations and Dimensions. Boston: Allyn and Bacon, Inc., 1962.
- Unruh, Adolph, and Harold E. Turner. Supervision for Change and Innovation. Boston: Houghton Mifflin Company, 1970.
- Wiles, Kimball. Supervision for Better Schools. Third Edition. Englewood Cliffs, N. J.: Prentice - Hall, Inc., 1967.
- Wilson, L. Craig, K. M. Byar, A. S. Shapiro, and S. H. Schell. Sociology of Supervision: An Approach to Comprehensive Planning in Education. Boston: Allyn and Bacon, Inc., 1969.

GOVERNMENT DOCUMENTS

- The Province of Newfoundland and Labrador. Legislation Passed in 1968 and 1969 Relating to the Reorganization of Education. St. John's: Government of Newfoundland and Labrador, 1969.
- The Province of Newfoundland. The Education (Teacher Salaries) Regulations. St. John's: Government of Newfoundland, 1963.
- The Province of Newfoundland and Labrador. Report of the Royal Commission on Education and Youth. Volume 1. St. John's: Government of Newfoundland and Labrador, 1967.
- Rowe, William N. The Newfoundland Resettlement Program: A Case Study of Regional Development of Social Adjustment. St. John's: Department of Community and Social Development, Government of Newfoundland and Labrador, 1969.
- The Province of Newfoundland and Labrador. Statistical Supplement to the Annual Report of the Department of Education and Youth. St. John's: Government of Newfoundland and Labrador, 1971.

ARTICLES AND PERIODICALS

- Blumberg, Arthur, and Edmund Amidon. "Teacher Perception of Supervisor-Teacher Interaction," Administrator's Notebook, Vol. 14, No. 1 (September, 1965).
- Enns, Frederick. "Perception in the Study of Administration," The Canadian Administrator, Vol. 5, No. 6 (March, 1966), pp. 23-26.
- _____. "The Supervisor and his Functions," The CSA Bulletin, Vol. 7, No. 4 (April, 1968), pp. 5-7.
- Fattu, Nicholas A. "What Research Says about Teacher Effectiveness," National Education Association Journal, Vol. 5 (October, 1961), pp. 55-56.
- Harmes, H. M. "Improving Teaching through Supervision: How is it Working?" Educational Administration and Supervision, Vol. 40, No. 3 (May, 1959), pp. 169-172.
- Hughes, L. W., and C. M. Achilles. "The Supervisor as a Change Agent," Educational Leadership. Vol. 28, No. 8 (May, 1971), pp. 840-843.
- Neville, Richard F. "The Supervision We Need," Educational Leadership, Vol. 23, No. 8 (May, 1966), pp. 634-640.
- St. Mary, Maurice E. "The Administrative Team in Supervision," The National Elementary Principal, Vol. 45, No. 5 (April, 1966), pp. 59-62.
- Ziolkowski, E. H. "Practices in the Supervision of Instruction," The Canadian Administrator, Vol. 5, No. 1 (October, 1965).

UNPUBLISHED MATERIALS

- Beckman, Donald C. "Elementary Principals' and Beginning Teachers' Perceptions of the Effectiveness of Selected Supervisory Techniques." Unpublished Doctor's dissertation, The Pennsylvania State University, 1969.
- Buffett, Frederick. "A Study of Existing and Desired Supervisory Practices in Newfoundland." Unpublished Doctor's dissertation, Boston University School of Education, 1967.
- Carlton, Cecil Glover, Jr. "Role of the Instructional Supervisor as Perceived by Teachers and Principals in Selected Florida Elementary Schools." Unpublished Doctor's dissertation, The Florida State University, 1970.
- Geckler, Jack William. "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, The University of Tennessee, 1961.

- Gwaltney, Thomas Marion, Jr. "Selected Aspects of the Perception of the Role of General Elementary Supervisor by the Role Incumbent and Two Referent Roles in Selected School Districts of Missouri." Unpublished Doctor's dissertation, Southern Illinois University, 1963.
- Jones, William Nevin. "The Relationship of Selected Variables to the Role of the Principal as a Supervisor of Instruction." Unpublished Doctor's dissertation, University of Georgia, 1967.
- Marquit, Lawrence J. "Perceptions of the Supervisory Behavior of Secondary School Principals in Selected Schools of New York State." Unpublished Doctor's dissertation, Syracuse University, 1967.
- Morton, Robert Jack. "The Duties of the Supervisor as Perceived by Selected Principals, Supervisors, and Teachers in a Selected Area." Unpublished Master's thesis, The University of Tennessee, 1965.
- Parsons, George Llewellyn. "Teacher Perceptions of Supervisory Effectiveness: An Analysis of Supervisory Roles in School Systems." Unpublished Doctor's dissertation, University of Toronto, 1971.
- Sandberg, Herbert Holmes. "Beginning Teachers' and Supervisors' Appraisals of Selected Supervisory Techniques." Unpublished Doctor's dissertation, The Pennsylvania State University, 1963.
- Smiley, Margaret C. "An Analysis and Appraisal of the Role of the County Supervisor of Instruction in Tennessee." Unpublished Master's thesis, The University of Tennessee, 1961.
- Stiles, Crandle C. "A Survey of Teacher Opinion Toward Supervision, Supervisors, and Teacher Effectiveness." Unpublished Master's thesis, Sacramento State College, 1968.
- Walden, Everett Lee. "Perceptions of Teachers and Principals Concerning Supervision in Outstanding Large High Schools in Colorado." Unpublished Doctor's dissertation, University of Colorado, 1967.
- Wertenberger, Isabel. "Teachers' Perceptions of Supervisors in the Elementary Schools." Unpublished Master's thesis, University of South Florida, 1966.

APPENDICES

APPENDIX A
THE INSTRUMENT

TEACHER IDENTIFICATION OF INFLUENTIAL AND EFFECTIVE
SUPERVISORY ROLES



Memorial University of Newfoundland
Department of Educational Administration

INTRODUCTION

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

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

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

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

One suggestion: Please complete and return the questionnaire at the earliest opportunity.

Thank you for your cooperation, your assistance is most appreciated.

FORM - ATEACHER INFORMATION

(Please do not identify yourself by name or school)

1. Sex 1) ___ Male 2) ___ Female
2. What is the population of the town in which your school is located?
 - 1) ___ less than 500 2) ___ 500 to 999
 - 3) ___ 1000 to 4999 4) ___ 5000 to 10,000
 - 5) ___ more than 10,000
3. What is the total population of the AREA served by your school?
 - 1) ___ less than 500 2) ___ 500 to 999
 - 3) ___ 1000 to 4999 4) ___ 5000 to 10,000
 - 5) ___ more than 10,000
4. Under what type of Board of Education do you teach?
 - 1) ___ Integrated 2) ___ Roman Catholic
 - 3) ___ Pentecostal 4) ___ Seventh Day Adventist
5. What grade or grades do you teach?
 - 1) ___ Kindergarten 2) ___ Grade one
 - 3) ___ Grade two 4) ___ Grade three
 - 5) ___ Grade four 6) ___ Grade five
 - 7) ___ Grade six
6. How many full time teachers are in your school?
 - 1) ___ 2 to 5 teachers 2) ___ 6 to 11 teachers
 - 3) ___ 12 to 18 teachers 4) ___ more than 18 teachers
7. What is your total teaching experience?
 - 1) ___ less than 1 year 2) ___ 1 to 3 years
 - 3) ___ 4 to 10 years 4) ___ 11 to 20 years
 - 5) ___ more than 20 years
8. How many years, beyond high school graduation, have you spent in preparation for teaching including both academic preparation and professional training?
 - 1) ___ none 2) ___ less than 1 year
 - 3) ___ 1 year 4) ___ 2 years
 - 5) ___ 3 years 6) ___ 4 years
 - 7) ___ 5 years 8) ___ 6 years
 - 9) ___ more than 6 years

FORM - BINFLUENTIAL AND EFFECTIVE SUPERVISORY ROLES

Below are definitions of influential, non-influential, and effective supervisory roles. Please read these definitions carefully. Note that the influential supervisory role: influences your teaching behavior in some manner; the non-influential supervisory role does not influence your teaching behavior; the effective supervisory role improves your work as a teacher.

SUPERVISOR

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

INFLUENTIAL SUPERVISORY ROLE

An influential supervisory role is one which, you feel, influences your behavior as a teacher with respect to the content, processes, and outcomes of your work in the school and classroom.

NON-INFLUENTIAL SUPERVISORY ROLE

A non-influential supervisory role is one which, you feel, exerts little or no influence on your behavior as a teacher in the school and classroom.

EFFECTIVE SUPERVISORY ROLE

An effective supervisory role is one that influences you in such a way that it serves to improve your behavior as a teacher with respect to the content, processes, and outcomes of your work in the school and classroom.

On the following pages is a list of possible supervisory roles in (A) your school, (B) the school system, (C) the Department of Education, and (D) your professional organization and university.

First, identify each supervisory role as influential or non-influential by circling either YES (influential) or NO (non-influential).

Next, use the following scale to circle the numeral which best describes the effectiveness of each supervisory role that you have identified as influential: 4 - very effective, 3 - effective, 2 - fairly effective, 1 - ineffective.

PLEASE NOTE: Omit roles that do not apply.

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

A. SUPERVISORY ROLES IN THE SCHOOL.

<u>SUPERVISORY ROLE</u>	<u>INFLUENTIAL</u> (circle YES or NO; if YES rate the supervisory role on effectiveness)	<u>EFFECTIVENESS</u>			
		very effective	effective	fairly effective	ineffective
1. Principal	YES _____ NO	4	3	2	1
2. Vice-principal	YES _____ NO	4	3	2	1
3. Other teacher	YES _____ NO	4	3	2	1
4. Other: Please identify if any	YES _____ NO	4	3	2	1

B. SUPERVISORY ROLES IN THE SCHOOL SYSTEM

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

C. SUPERVISORY ROLES IN THE DEPARTMENT OF EDUCATION

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

D. SUPERVISORY ROLES IN PROFESSIONAL ORGANIZATION AND UNIVERSITY

<u>SUPERVISORY ROLE</u>	<u>INFLUENTIAL</u> (circle YES or NO; if YES rate the supervisory role on effectiveness)	<u>EFFECTIVENESS</u>			
		very effective	effective	fairly effective	ineffective
1. Personnel associated with local branch of Newfoundland Teachers' Association	YES _____ NO	4	3	2	1
2. Personnel associated with the central office of the Newfoundland Teachers' Association	YES _____ NO	4	3	2	1
3. Personnel associated with the Faculty of Education at Memorial University	YES _____ NO	4	3	2	1
4. Other: please identify if any	YES _____ NO	4	3	2	1

FORM - CIDENTIFICATION OF YOUR MOST EFFECTIVE AND LEAST EFFECTIVESUPERVISORY ROLE

Now please consider all the supervisory roles which you have identified as INFLUENTIAL on the previous form and identify the MOST EFFECTIVE SUPERVISORY ROLE.

Next, identify the LEAST EFFECTIVE SUPERVISORY ROLE.

1. (a) The supervisory role I identify as the Most Effective is
_____.
- (b) To what extent does the person in the role you have identified above personally contribute to your evaluation of its effectiveness?
 - 1) ___ To a great extent (a different person would make me evaluate differently)
 - 2) ___ To some extent (a different person might make me evaluate differently)
 - 3) ___ To a lesser extent (it makes very little difference who is in the role)
 - 4) ___ To no extent (it makes no difference who is in the role)
2. (a) The supervisory role I identify as the Least Effective is
_____.
- (b) To what extent does the person in the role you have identified above personally contribute to your evaluation of its effectiveness?
 - 1) ___ To a great extent (a different person would make me evaluate differently)
 - 2) ___ To some extent (a different person might make me evaluate differently)
 - 3) ___ To a lesser extent (it makes very little difference who is in the role)
 - 4) ___ To no extent (it makes no difference who is in the role)

APPENDIX B
CORRESPONDENCE

TO: Mr. Ross Oldford
Department of Educational Administration
Faculty of Education
Arts-Education Building
Memorial University of Newfoundland
St. John's, Newfoundland, Canada



I have completed and mailed the Questionnaire, Teacher
Identification of Influential and Effective Supervisory Roles.

Name

Address

Date

Postcard used with the questionnaire



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

Department of Educational Administration

January 28, 1972

Dear Teacher,

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

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

Leadership in conducting the study comes from Mr. Ross Oldford a master of education student in the Department of Educational Administration.

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

Yours ~~sin~~cerely,

Llewellyn Parsons
Asst. Professor

encl.

Newfoundland



Teachers' Association

Dear Teacher:

Ross Oldford, a graduate student in Educational Administration at Memorial University, is presently conducting a study entitled "Influential and Effective Supervisory Roles as Perceived by Elementary Teachers in Newfoundland and Labrador".

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

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

Yours sincerely,

Gilbert Pike,
President.

GP/hr



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

Department of Educational Administration

February 22, 1972

Dear fellow teacher,

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

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

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

Many thanks for your cooperation.

Yours sincerely,

Ross Oldford



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

Department of Educational Administration

March 9, 1972

Dear Teacher,

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

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

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

Again, thank you for your professional help.

Yours sincerely,

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

