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Attitudes of Teachers Toward
Supervisory Services Employed
by Building Principals

by Charles F. Malone

1960

Submitted to the Department of Education
and the faculty of the Graduate School of the
University of Kansas in partial fulfillment of the
requirements for the Degree of Doctor of Education.

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B.S. Ed., Kansas State Teachers College, Emporia, 1950
M. Ed., University of Kansas, 1953

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES.	v
 CHAPTER	
I. THE ELEMENTARY PRINCIPALS' ROLE IN SUPERVISION.	1
Introduction.	1
Statement of the Problem.	7
II. A REVIEW OF THE RELATED RESEARCH.	8
Summary	35
III. ORGANIZATION AND PLAN OF THE STUDY.	38
Setting of the Study.	38
Criteria.	39
Participating School Districts.	40
Questionnaire	41
Limitations	44
Assumptions	44
Definition of Terms	45
IV. ANALYSIS OF THE DATA.	47
Personal Data of the Sample	47
Interpretation of the Questionnaire	49
Teachers' Attitudes (Part I).	50
Major Differences between Potential and Actual Value of Items 1-20 as Rated by Teachers	53
Principals' Attitudes (Part I).	54
Major Differences between Potential and Actual Value of Items 1-20 as Rated by Principals	57
A Comparison of Teacher-Principal Attitudes (Part I).	58

Major Differences in the Attitudes of Teachers and Principals toward the Potential Value and Actual Value of Items 1-20	63
Teacher-Principal Attitudes (Part II)	65
Teacher-Principal Attitudes (Part III)	74
V. CONCLUSIONS AND RECOMMENDATIONS	85
Conclusions	85
Part I.	85
Part II	89
Part III.	91
Recommendations	93
Needed Research	98
BIBLIOGRAPHY	100
APPENDIX A: Introductory Letter and Reply Card. . .	105
APPENDIX B: Teachers' Questionnaire Blank and Raw Scores Items 1-20.	107
APPENDIX C: Principals' Questionnaire Blank and Raw Scores Items 1-20.	115

LIST OF TABLES

Table	Page
1. Number and Percentage of Teachers Assigned to each Grade Level	48
2. Teachers' Ranking of Items 1-20: Potential Value and Actual Value.	51
3. Principals' Ranking of Items 1-20: Potential Value and Actual Value.	55
4. Teachers' and Principals' Rankings of Items 1-20: Potential Value.	58
5. Teachers' and Principals' Rankings of Items 1-20: Actual Value	61
6. Teacher-Principal Attitudes to Item 21: What Arrangements for Visitation Do You Prefer . . .	66
7. Response of Teachers and Principals to Item 33: How Many Times Per Year Do You Feel Your Principal Should Visit If He is to Provide You Adequate Supervisory Help	68
8. Response of Teachers and Principals to Item 23: How Long Do You Feel the Principal Should Stay in Order to Evaluate Accurately a Teaching-Learning Situation	69
9. Response of Teachers and Principals to Item 24: Assuming Each Visit Is Followed by an Attempt at Some Type of Evaluation Which of the Following Methods Do You Prefer	71
10. Response of Teachers and Principals to Item 25: When Do You Prefer to Have Individual Conferences with Your Principal	72
11. Response of Teachers and Principals to Item 26: How Often Do You Feel Staff Meetings Concerning Curriculum Problems Should Be Held .	73

Table	Page
12. Response of Teachers and Principals to Item 27: Check on the Scale Below Your Estimate of the Value of the District-Sponsored In-Service Education Program	74
13. Response of Teachers and Principals to Item 28: Check on the Scale Below the Effort You Feel Your Principal Has Made or Is Presently Making to Improve the Instructional Program of the School	76
14. Response of Teachers and Principals to Item 29: Check on the Scale Below the Help You Have Had or Are Presently Receiving from Your Principal in The Improvement of Instruction.	77
15. Response of Teachers and Principals to Item 30: In View of Your Principal's Experience, Training, and Attitude toward Professional Growth, Check on the Scale Below Your Estimate of His Potential Service as a Supervisor.	78
16. Response of Teachers and Principals to Item 31: Check on the Scale Below Your Estimate of the Value of a Written Philosophy of Education for Your Building	79

CHAPTER I

THE ELEMENTARY PRINCIPAL'S ROLE IN SUPERVISION

Introduction

This study was concerned with the effectiveness of supervisory techniques which are designed to improve instruction. The writer's chief interest was the role of the elementary principal only in the instructional program rather than the role played by the superintendent, curriculum coordinator, or other special supervisors.

The rapid growth in the American population in the last quarter of the nineteenth century and the beginning of the present century meant that individual schools as well as school systems grew enormously in size. As graded schools became more and more common in larger cities, replacing the one-room school with all grades in one room, it became necessary to have one official in each building who would assume responsibility for the entire school. This person was really the principal teacher, hence the title, "principal." In the beginning few if any supervisory duties were performed by the principal. The principal in the modern elementary school of today is charged with a greater degree of leadership responsibilities than any of his successful predecessors. His duties go far beyond that of early day principals who were primarily classroom teachers, sometimes with,

but often without, allotted time as executors of the necessary business affairs of the school.

The duties of the full-time teaching principal of 30 or 40 years ago may be classified into three categories. First, he was the representative of the school in its relationships with the central office of the superintendent of schools; he made out reports, attended principals' meetings, and was the recipient of general orders from the administration. Second, he was the representative of the school in the community; he received complaints and suggestions from parents, and was responsible for supervising the playgrounds and general care of playgrounds and buildings. Third, he was the head teacher in the school itself; he held teachers' meetings at which administrative matters of the school were discussed, was the court of appeal in disciplinary cases in which the teachers felt the need of a higher authority, and inspected ¹ the plan book which teachers were required to keep.

Formerly it was not uncommon to select a principal primarily on the length of service in a building or by seniority to a school system. This was possible because the elementary principalship was not recognized as having any major importance in the general scheme for school administration.

Thirty years ago, only 11 states had special certification for elementary school principals; possession of the elementary teachers' certificate was adequate qualification for becoming a principal in the other 37 states. In 1958, however, 45 states had some type of administrative certificate for elementary school principals, and 23 of them required at least an M.A. ²

¹ Edwin H. Reeder. Supervision in the Elementary School. Houghton Mifflin Co., Boston, 1953, p. 26.

² National Education Association. Department of Elementary School Principals Yearbook, 1958. National Education Association, Washington, D.C., 1958, p. 163.

While practices vary depending on the community and the individuals involved, the elementary school principal today generally carries great responsibility for the educational program of his school. Graduate schools throughout the country have developed and are continually refining programs intended to better prepare elementary principals for the leadership role they must assume. Superintendents, too, have stated what they believe to be necessary characteristics of successful principals.³ Characteristics most frequently mentioned include: effective educational and community leadership, ability to work cooperatively with teachers to improve teaching and the school program, ability to get along with others, ability to organize and carry out a good school program, professional attitude and spirit, and a genuine liking for and understanding of children. Superintendents felt other characteristics were necessary for successful administration but those above were mentioned most frequently.

The chief difference between the duties of the early principal and the principal of today is the responsibility he assumes toward supervision. Barr, Burton, and

³ National Education Association. Department of Elementary School Principals Yearbook. 1948 National Education Association, Washington D.C., 1948, p. 138.

Brueckner⁴ contrasts traditional and modern supervision as follows:

Traditional Supervision	Modern Supervision
1. Inspection	1. Study and analysis
2. Teacher-focused	2. Aim, material, method, teacher, pupil, and environment focused
3. Visitation and conference	3. Many diverse functions
4. Random and haphazard	4. Definitely organized and planned
5. Imposed and authoritarian	5. Derived and cooperative
6. One person, usually	6. Many persons

From the above comparison it can be determined that traditional supervision consisted largely of inspection of the teacher by means of visitation and conference, carried on in a random manner, with directions imposed on the teacher by authority and usually one person. Modern supervision, by contrast, involves the systematic study and analysis of the entire teaching-learning situation, utilizing a carefully planned program that has been cooperatively derived and which is adapted to the needs of those involved in it.⁵ Special help is also provided individual teachers who are confronted with problems that cannot be solved by ordinary group supervisory methods.

⁴ Arvil S. Barr, William H. Burton, and Leo J. Brueckner. Supervision. Appleton-Century-Crofts, Inc., New York, 1947, p. 13.

⁵ William H. Burton and Leo J. Brueckner. Supervision A Social Process. Appleton-Century-Crofts, Inc., New York, 1955.

Analysis of the literature reveals that supervision today has a broader scope than ever before. The ways in which supervisors work indicate the vast change that has come about in method. It is interesting to note that practically everything, except the ultimate goal of supervision itself, has undergone change. A study of the historical development of supervision brings out the strong inference that early day objectives were compatible with the concepts being fostered today. In very general terms, the aim of supervision is still what it has always been, the improvement of teaching. Many present day writers are extremely critical of supervision as it has been offered in the past. It needs to be understood, however, that what has been achieved in the improvement of the teaching-learning process would not have been possible without the leadership given us by superintendents, supervisors, and principals of 20 to 40 years ago. Early workers did the best they could on the basis of knowledge then available, and for this all credit is due them.

The basic function of supervision is to improve the learning situation for children.⁶ If the elementary principal, who is now recognized as the supervisor most responsible for the improvement program, is not

⁶Kimball Wiles. Supervision for Better Schools. Prentice-Hall, Inc., New York, 1950, p. 3.

contributing to more effective learning in the classroom his existence cannot be justified. Organization, equipment, staff relationships, and teacher welfare are important only as means for improving learning opportunities for children. Supervision is a service activity that exists to help teachers do their jobs better.⁷ The role played by the elementary principal in this "helping" process was the basis for this investigation.

From this brief discussion it can be concluded that today's elementary principal occupies a position of major importance in school administration. One of his chief duties is to offer supervisory assistance that will lead to instructional improvement.

The techniques which elementary principals use to improve instruction and the attitudes which teachers have toward principals and their efforts in supervision are, therefore, significant. Research evidence seems to support the premise that many teachers are conditioned by the behavior of their principals and react accordingly. Poor school leadership, in fact, was listed by 33 per cent of the teachers questioned in an investigation by Shuster⁸

⁷ Ibid., p. 7.

⁸ Albert H. Shuster. "A Study of the Advantages and Disadvantages of the Collegiate Certificate in Virginia." Unpublished doctoral dissertation, University of Virginia, 1955, p. 54.

as their reason for leaving the teaching profession. Undoubtedly many in supervisory positions do not believe that their behavior causes such reactions.

Statement of the Problem

The main purpose of this study was to discover the attitudes of classroom teachers of selected Johnson County, Kansas school districts toward supervision as provided by their building principals. Specific answers were sought to the following questions:

1. What attitudes do selected teachers have toward supervisory techniques employed by their principals?
2. What differences, if any, are there between the attitudes of the teachers and the attitudes of their principals toward the supervisory techniques and procedures employed?

Additional and more personal purposes for the study were:

3. To improve the writer's own functions as a supervisor as a result of increased knowledges and understandings obtained through the investigation, and
4. Through the "sharing" process, that is by making available the outcomes of this study to others interested in supervision it is believed that they, too, might provide more beneficial services.

CHAPTER II

A REVIEW OF RELATED RESEARCH

A review of the research relating to the study reveals that supervision has always had to meet criticisms from a portion of the teaching body. An analysis of these criticisms is revealing. Teacher criticisms, usually voiced orally or in articles written by individual teachers, vary from carefully worded, sincere discussions of poor supervision to wild, illogical, and incoherent denunciations of any and all supervision. However, a good many valid and reliable studies of supervisory activities have been made, under controlled conditions, in which the sober judgments of many teachers concerning their values were recorded. These show conclusively that although teachers object to formal, uninspired, and dogmatic supervision and to supervisors lacking personality and training, they are enthusiastically in favor of good supervision. This writer has chosen to review in some detail those studies which have a close relationship to the present study. Although those reported do not include all such investigations they do represent what appear to the reviewer to be most significant ones.

A study conducted by the Research Division of the National Education Association entitled "First Year

Teachers in 1954-55" produced interesting results.¹ All respondents were asked to report how much help they received from building principals. Although 36.2 per cent of the respondents said they received much help from building principals, 30.5 per cent reported either little or no help from this source. The per cents reporting various amounts of help from principals did not vary widely from one size of system to another; however, first year teachers in large school systems generally received more help from principals than first year teachers in small systems. The responses indicated the need for offering beginning teachers all the nine types of help listed. Generally, the study revealed that first year teachers need more help than they are getting; the only two exceptions to this being in the area of understanding the goals of the school and getting acquainted with the community and its people.

The Monroe County, West Virginia Teachers estimated the value of supervision.² Through an open-end questionnaire

¹National Education Association. NEA Research Bulletin, 1956. National Education Association, Washington D.C., pp. 33-41.

²Summary of answers to Monroe County, West Virginia questionnaire on Supervisory Program. On file in Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C.

88 teachers in this county answered the question, "What do you like about the supervisory program we now have?" A summary of their answers follows: helpfulness of the personnel was mentioned 24 times; friendliness was listed 16 times; cooperation and understanding problems and needs of children were listed 15 times. The responses show that the Monroe County teachers value supervisors whose attributes include friendliness, helpfulness, cooperativeness, and the ability to understand mutual problems.

In Long Branch, New Jersey, 88 teachers were asked what kind of supervision was most valuable to them.³ The supervisory visit wanted by the largest number of teachers was the "on call" type to give help with specific problems named by teachers. The most effective activity of the supervisor during a visit was a brief demonstration lesson. Conferences preferred by the greatest number of teachers were the ones between the teacher and the supervisor.

The teachers in Sheboygan County, Wisconsin were asked to give their reactions to some statements on supervision.⁴ A summary of their replies follows. The figures in parentheses indicate the number of teachers commenting on the particular item.

³Mimeographed report on the Long Branch Survey on Supervision of file, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C., 1953.

⁴Jane Franseth. "Supervision in Rural Schools." U.S. Department of Health, Education, and Welfare, 11 (January, 1955) 37.

Good supervision helps teachers: find effective solutions to their problems (24); develop a realistic sense of confidence in their own abilities (24); feel that they are not working alone but are partners in big and important undertakings (20); experience feelings of support, friendliness, and understanding (19); foster a climate conducive to learning in the classrooms and give them courage to try new and better ways of doing things (18); and develop and use curriculum and teaching practices that are in harmony with the best information known about human development, the learning process, and beliefs about democracy (15).

The teachers and principals in the Eastern Panhandle of West Virginia were invited to mark from a list of 90 supervisory services the 20 which they thought most essential to a successful school program.⁵ The ones marked most often by 605 teachers were these:

1. Help new teachers become oriented.
2. Share with teachers their information on the newer teaching methods.
3. Act as a friend to the teacher in time of need.
4. Provide teachers with sources of materials.
5. Try to keep up-to-date materials for teachers.
6. Make available good classroom equipment and materials.
7. Help teacher with special pupils--slow and talented ones.
8. Demonstrate teaching procedures.
9. Survey local conditions to determine future needs of the schools.
10. Bring consultants and specialists to teachers.

⁵Galen F. Dulin, Evaluating Supervisory Service. Eastern Area Supervision Association of West Virginia, 1953. Typewritten report on file in Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C.

A tabulation of the items marked by the principals showed very little difference between the beliefs of teachers and principals. Eight of the items ranked in the top ten positions by teachers were also ranked in the top ten positions by principals.

From an analysis of the opinions given by the teachers, the supervisors drew the following conclusions:

1. Seven of the ten first-rank items reflected the teachers' feeling of need for assistance in improving teaching ability.

2. The nature of some of the most frequently checked items seemed to indicate desirability of scheduling a definite program for: (a) helping new teachers become oriented; (b) demonstrating teaching procedures; (c) helping teachers with pupils who have special problems; (d) sharing information about new teaching methods.

Cappa and Van Meter⁶ made an effort to discover which techniques and procedures now being used by principals and supervisors were found to be most helpful to teachers.

In order to discover which general supervision methods and techniques could bring benefit to elementary teachers of the Santa Barbara, California school system, a questionnaire was developed. The questionnaire consisted of 24 commonly used techniques and procedures which were selected through research, discussion with various educators, and personal experiences.

⁶ Dan Cappa and Margaret Van Meter. "Opinions of Teachers Concerning the Most Helpful Supervisory Procedures." Educational Administration and Supervision, 43 (April, 1957) 217-222.

One hundred seventy-one questionnaires were sent out to the teachers. One hundred thirty-seven of these were returned and checked for completeness. Fifty of these returns were then chosen at random and were used as the basic data for the survey.

A five-point response on each technique was requested for completion of the questionnaire. The numeral 1 was to be placed by the most helpful techniques or procedures; numeral 2 was to be placed by those very helpful; numeral 3, helpful; numeral 4, slightly helpful; numeral 5, not helpful.

The comments below provide a brief summary of the findings of this study. The terms supervisor and consultant were used interchangeably in this investigation.

1. Teachers found in-service meetings helpful.
2. Teachers found faculty meetings very helpful, favoring meetings conducted by the principal over meetings conducted by the supervisor.
3. Small groups and grade-level meetings conducted by the consultant were considered by teachers to be very helpful. Teachers stated supervisors were more helpful than principals in small group and grade level meetings.
4. Pre-school and post-school institutes were considered helpful when conducted by the principal.
5. Professional bulletins sent out by the principal and consultant were very helpful to teachers.
6. Teachers considered scheduled classroom visitations by the principal or consultant helpful; however, a larger than usual per cent of their votes were placed in the lowest categories on the scale of helpfulness.

7. Ninety-eight per cent of the teachers preferred calling on the principal or consultant as a need was discovered, rather than depending upon them to visit the classroom casually or on schedule.
8. A high percentage of the teachers considered a conference with the principal following a visitation helpful. Individual conferences with the principal were slightly favored over conferences with the consultant.
9. The introduction and demonstration of helpful teaching aids such as tests and books were considered of great benefit by 92 per cent of the teachers.
10. Sixty-eight per cent of the teachers found it helpful to have the principal suggest reading material.
11. Teachers generally agreed they received little help from listening to reports on professional reading or meetings attended by colleagues.
12. There was considerable variance of opinion toward the worthwhileness of working in groups for the development of needed guides for better teaching. Twenty per cent of the sample group rated this as being of little or no help whether working with the principal or consultant. On the other end of the rating scale 18 per cent found working with the principal on such projects most helpful.
13. In rating Item 15, Utilizing Outside Experts as consultants, 30 per cent rated both principals and consultants as being helpful. Approximately 11 per cent of the teachers stated experts brought in by principals and consultants were of little or no help.
14. Sixty-six per cent of the teachers rated Item 16, Additional Study Encouraged by the Principal or Consultant, in the three "helpful" categories; 38 per cent marked the lowest of the three degrees of helpfulness. Twenty per cent of the sample found this practice to be of slight or no help.
15. Ninety-two per cent of the sample group found demonstration lessons to be very helpful.

16. Ninety-six per cent of the teachers rated Item 18, Principal's or Consultant Acquainting the Teachers with a Variety of Teaching Methods, in the three highest categories of helpfulness. Fifty per cent of the teachers rated this item in the "most helpful" category.
17. The sample group strongly favored intervisitation. Forty-eight per cent found such opportunity provided by the principal "most helpful." Seventy-four per cent rated this practice in the three highest categories of helpfulness.
18. Teachers liked to be included in the planning of school policies; eighty-eight per cent of the teachers stated such planning was helpful.
19. Teachers favored help from the principal over help from the consultant in matters of pupil control. Ninety-two per cent of the teachers rated the principal in the three helpful categories.
20. Approximately 70 per cent of the teachers ranked Item 23, Guidance Meetings Held with Counselors and Others, in the three helpful categories.
21. Item 24 of the questionnaire, Principal or Consultant Acquaints Teachers with Professional Organizations, was ranked in the top three helpful categories by 56 per cent of the teachers; twenty-nine per cent, however, found this practice of slight or no help.

Results indicate, then, that the teachers of the sample group preferred (1) small group meetings, (2) bulletins, (3) scheduled and unscheduled visitation, (4) personal conferences with principal and consultant, (5) demonstration lessons, (6) intervisitation, (7) institutes, (8) helpful teaching aids supplied or suggested, (9) the principal acquainting them with a variety of teaching methods, (10) participating in planning school policies,

and (11) help from the principal on problems concerning pupil control.

Saunders⁷, in a recent study at the University of Wyoming, reported how 312 teachers rated several variables which seemed of paramount importance in their good relations to the supervisors with whom these teachers had been associated.

These teachers were asked: (1) "How does a supervisor gain your confidence?", (2) "How does a supervisor promote morale?", (3) "How does a supervisor show his interest in you as a teacher?" and (4) "How does a supervisor show his interest in you as a person?"

These teachers most frequently recognized the following helpful attributes: (1) they gain confidence in the supervisor when he cooperates in solving problems; (2) the supervisor can promote morale by recognizing individuality and by providing a class load which the teacher feels he can carry; (3) the teacher believes the supervisor is interested in teachers when the supervisor helps them satisfy their basic security needs; and (4) when the supervisor respects the teacher as a worthwhile individual, the teacher is aware of the supervisor's personal interest.

⁷Jack O. L. Saunders, "Teachers Evaluate Supervisors, Too." Educational Administration and Supervision, 41 (November, 1955) 402-6.

A study conducted by Richard E. Gross⁸ of the School of Education of Florida State University reveals that teachers do truly want supervision and provides information as to the type of supervision desired. Although the study was restricted to high school history and social studies teachers its results give support to the theory that effective supervision is welcomed. Gross asked the question "What is the most important contribution that the high school administration can make towards the improvement of history and social studies instruction?" to the teachers in 100 representative high schools of the state of California. The table below shows what these people want from their administration to help improve instruction.

<u>Teacher Needs</u>	<u>Per Cent</u>
Supplemental reading materials	27
More audio-visual aids	26
Assigning course only to adequate teacher	17
Democratic school environment	12
Helping gain horizontal and vertical curriculum planning	11
Facilitation of trips, local resource use, etc.	10
Avoid use of class time for other school business	10
Improve library resource	9
Smaller classes and lighter load	8
Greater administrative interest in social studies program	8
Working towards the community school	6
Time for social studies conferences	5

⁸Richard E. Gross. "Teachers Want Supervision." School Executive. 72 (August, 1953) 52-3.

It is the opinion of Gross that principals should guard against adding those many items to their daily agenda which tend to keep them in their offices; that classroom visitations provide the real opportunity for principals to exert administrative leadership toward improvement in the social studies, as well as in other areas, through frank and concrete suggestions which the teachers truly desire.

Corder's study, "An Evaluation of Supervisory Services for Newly Appointed Teachers"⁹ describes seven kinds of services used during the 1951-52 school term in the Austin, Texas schools. These were: (1) orientation day for new teachers held before the opening of school; (2) pre-session building meetings held by the faculty of each elementary school before the opening of school; (3) autumn curriculum day, a day set aside for the consideration of professional problems by all teachers in the system; (4) regional professional meetings held by neighboring elementary schools in the city system; (5) conferences with supervisors; (6) building faculty meetings; and (7) spring curriculum day.

Reporting on the many sub-topics listed under each of these headings would be rather impractical. The results

⁹Genevia Corder. "An Evaluation of Supervisory Services for Newly Appointed Teachers." Elementary School Journal, 54 (May, 1954) 509-16.

of this study, however, reveal conclusively that supervisory services provided in the Austin schools were helpful to newly appointed elementary school teachers. The data presented show that all the various kinds of supervisory services included in the evaluation were helpful to a majority of new teachers. Not only were these seven services helpful in supplying professional stimulation and growth, but they were helpful, though to a lesser degree, in matters pertaining to specific problems more directly related to the classroom and to the instructional program for children.

A 1945 study by Henry Antell¹⁰ conducted in eight elementary schools of New York City had as its purpose teacher appraisal of the worth of 25 common supervisory practices. These practices of supervision were included in a questionnaire given to representative teachers for their investigation.

In analyzing the teacher appraisal of these practices, Antell has listed, in order of preference, those which at least 50 per cent of the teachers find very helpful. They follow:

1. Availability of a professional library in school.....86%
2. The supervisor acts as a consultant or technical advisor.....81%

¹⁰ Henry Antell. "Teachers Appraise Supervision." Journal of Educational Research, 38 (April, 1945) 606-11.

3.	Demonstration lessons.....	74%
4.	Grade conferences to discuss common problems.....	73%
5.	Visiting an outstanding school.....	73%
6.	Participation in the formulation of school policies.....	70%
7.	Individual conference with the supervisor.....	67%
8.	Intervisitation.....	65%
9.	An after-school conference at which there is open discussion of a topic of vital interest to the group.....	65%
10.	In-service courses or workshops.....	63%
11.	Participation in course-of-study making.....	56%
12.	Teachers' interest committee in the school.....	51%

It is noteworthy that in all the first ten items except number six, the teachers are chiefly interested in having made available to them resource materials for their own improvement. In all of these practices the teacher is intent upon discussing problems and in finding possible solutions to them. They are resources teachers would like to use to improve competencies. Apparently, a supervisory practice which is of this nature, is very likely to be welcomed by teachers as very helpful.

The remaining three practices in this group, numbers six, 11, and 12, have a distinctly common element. This element is the desire of teachers to participate in administrative planning, in curriculum formulation, and in the discussion of or solution of problems.

Further analysis reveals a list of those practices which teachers consider actually detrimental. Next to the practice appears the percentage of teachers who reacted negatively to the individual items. The list follows:

1. Rigid adherence of each teacher to a fixed daily schedule.....65%
2. Formal observation by supervision whenever he sees fit.....20%
3. The supervisor stays away from the classroom as much as possible.....15%
4. A daily two second visit by the supervisor....10%
5. Commendation for outstanding service to Board of Education at end of term.....10%
6. Formal observations by supervisors only on call..... 7%
7. A comprehensive testing program and a supervision with analysis and interpretation of results..... 6%
8. A teacher-conducted conference after school... 3%
9. A daily bulletin to teachers..... 2%

The reader will note that there seems to be an element of supervisor domination in a number of the practices listed above.

From a positive viewpoint teachers favored those supervisory practices which gave them widest latitude to participate in curriculum improvement, which made available to them sources of pertinent information, and which gave them genuine assistance. They wanted help in their everyday tasks. They did not care for inspectorial supervision.

In an attempt to compare the types of supervisory services which teachers desire with those which they receive, members of Bail's¹¹ graduate class in School Supervision, Butler University, interviewed 460 teachers,

¹¹ P. M. Bail. "Do Teachers Receive the Kind of Supervision They Desire?" Journal of Educational Research, 40 (May, 1947) 713-16.

principals, and superintendents during the summer session of 1946.

In response to the question: "What do you want of supervision?" it was evident that teachers most frequently desire constructive criticism, recommended new techniques and methods, demonstration teaching, and recommended materials and equipment.

Answers to the question, "What kind of supervision do you receive?" indicated that the supervision received by those teachers bears little resemblance to the kind of supervision they desire. Approximately 40 per cent stated they were "inspected" regularly, 29 per cent received "very little" supervision and another 25.7 per cent felt they received no supervision.

Only 20 (four and three-tenths per cent) of the 460 interviewed replied that teachers received the type of supervision which they desire.

Replogel¹² of Wilmette, Illinois, in seeking to find out what kinds of help teachers wanted, went directly to teachers via questionnaires and conversations. Over 300 teachers representing various forward-looking school systems in the Middle West were contacted. They were asked to express

¹² Vernon L. Replogel. "What Help Do Teachers Want?" Educational Leadership, 7(April, 1950) pp. 445-9.

themselves frankly and fully in respect to two phases of supervision: the areas in which help was most desired, and the manner and atmosphere in which they wanted the requested help to be given.

Teachers generally agreed that he who supervises should first of all be a respecter of human personality and should be concerned with people, not things; that he should be someone who likes and understands both children and teachers; and that he should put final emphasis upon pupil behavior rather than on teacher performance. They wanted a supervisor who could take suggestions as well as give them and who thoroughly understood the subject or area supervised. They gave high priority to the person who could provide group leadership and was able to weld a faculty into a productive working group. They pled for someone who could communicate on their own level and who could express his ideas in concrete, understandable terms.

The above remarks describe characteristics and competencies teachers indicated they wanted in those who supervise. Only after the teachers had made it unmistakably clear that supervision should be given in the spirit and manner described earlier, were they willing to indicate the kinds of help and areas in which they wanted it most.

There was general agreement that they wanted help in the following areas whether it be from a general

curriculum consultant, a building principal, specialized consultants in art, music, dramatics, and the like, or an outside expert:

1. Improving teaching methods and techniques--how introduce and teach a unit, lesson, or center of experience; how plan with pupils; where locate materials; what technique will work best.
2. Utilize some of the newly discovered principles of group dynamics--how change the morals and behavior of groups; how get feeling of security and maximum participation; how make class groups more productive, to reach decisions, to evaluate their own working.
3. Locating and utilizing community resources.
4. Providing for individual differences in a crowded classroom--how work with a small group and at the same time keep other pupils profitably busy, how meet widely disparate abilities and interests in same class group.
5. Handling pupil behavior, discipline cases--how balance individual welfare with group welfare; how help the individual without harming group and vice-versa.
6. Meeting needs of atypical pupils--low I.Q., high I.Q., physically handicapped.
7. Caring for the needs of the emotionally maladjusted--how to be more sympathetic; how provide experiences and guidance that will contribute to emotional maturity.
8. Enabling teachers to evaluate their own teaching competency--what makes one a good teacher; what are my teaching liabilities; what are my assets.
9. Using art and music to better advantage in the regular classroom situation--how utilize the arts in general education.
10. Relating the on-going activity (unit, center-of-experience, project) to the problems, concerns, and tensions of pupils--how better meet needs and interests of pupils in current teaching situations.

11. Using the current teaching situation to make more understandable the contemporary social realities (i.e., social problems and forces which characterize our society)--how translate the problems and issues of modern society into teachable elements.
12. Making better uses of visual aids.
13. Locating and making available expert resource personnel as special problems arise--who know the answers to our problems and how can we get his help.
14. Identifying and utilizing the possibilities of the current classroom activity (problem, unit, project, lesson) for purposes of clarifying, and enabling pupils better to understand democratic values, loyalties, and beliefs--how enable pupils to identify, compare, and contrast authoritarian versus democratic values; how intellectualize democratic values.
15. Constructing and building teaching units on problems and topics not found in basic textbooks (i.e., use of leisure time; understanding one's self and others; United Nations, etc.)--how deviate from the textbook without getting lost.

These are the areas in which teachers say they want help most. It is the writer's conviction that these data hardly support the traditional thesis that teachers are unwilling to move and are resistant to education attuned to present day living.

Kyte¹³, instead of reporting statistical data, formulated the presentation below in terms of typical statements made by teachers regarding their administrators. The data

¹³ George O. Kyte. "This is the Kind of Supervision That Teachers Welcome and Appreciate." Nations Schools, 48 No. 1 (July, 1957) pp. 33-34.

on which the article is based were collected from 189 representative elementary school teachers regarding 296 superintendents, principals and supervisors. The teachers described their reactions to specified officers with whom they served. The selected characteristic examples of responses indicate that the teachers have many ideas regarding desired democratic supervision, generally sound points of view worthy of consideration. The summary of typical responses included the following:

1. Teachers want planned, constructive supervision democratically applied.
2. Teachers expect careful planning of supervision.
3. Teachers desire sympathetic, discerning supervisory observation.
4. Teachers want a friendly, helpful conference.
5. Teachers expect individual help from each teachers' meeting.
6. Teachers welcome constructive help in bulletins.
7. Teachers want to improve by observation of good teaching.
8. Teachers expect the administrator to be a sympathetic, helpful professional leader who wholeheartedly practices democratic supervision.

Frederick and Halter¹⁴ submitted a questionnaire concerning supervisory principles and techniques to 119

¹⁴ Robert W. Frederick and Helen Halter. "Conflicting Attitudes Toward Supervision." Educational Administration and Supervision, 19 (April, 1933) pp. 307-14.

seniors who were completing a half-year's teaching in the laboratory school at New York State College for Teachers, 11 members of a college class in supervision, and 12 of the supervisors of the laboratory school.

The question blank consisted of two parts: the first relating to supervisory principles and techniques in the laboratory school, the second concerning practically the same supervisory principles and techniques in an actual teaching situation.

Attention can be called to only a few of the significant results which are disclosed by this study.

1. Almost 75 per cent of the supervision class and the supervisors indicated they thought the supervisor should visit the class of a student-teacher on the average of twice a week. Student-teachers thought once a week or even less frequent visits would be more desirable.
2. Sixty-five per cent of the supervision class thought visits should last the entire period; student-teachers thought 10 minute visits were ample.
3. Supervisors generally felt visits should be announced, student teachers felt visits should be unannounced.
4. Student teachers termed the oral conference adequate evaluation but a large percentage of the supervision class and supervisors favored the combination oral-written approach.
5. Student teachers did not generally favor demonstration teaching. They considered it much less valuable than the supervisors and class members.
6. Supervisors felt staff meetings should be held more than twice as often as student teachers.

Four-hundred eighty-one experienced teachers reported to Shannon¹⁵ of their attitudes toward supervision.

Important conclusions reached include:

1. No significant differences were revealed among the teachers of different levels of experience or of different types of schools in respect to their attitudes toward supervision.
2. The attitudes of all groups of teachers toward scientific, democratic supervision in general, regardless of the type or amount they were accustomed to receiving, was very encouraging. Over 86 per cent regarded such supervision as helpful and welcome. Most of the remaining teachers considered it unhelpful but welcome, and only negligible numbers looked upon it as unwelcome.
3. The teachers' attitudes toward the supervision they actually received were less favorable. Although the majority of teachers who responded on the point said their supervision was both helpful and welcome, considerably larger numbers regarded it as unhelpful than was true of scientific, democratic supervision in general. Again only small numbers said it was unwelcome.
4. The amount of supervision received by the 481 teachers was quite small.
5. Fifty-six per cent of the teachers who responded in regard to whether the supervision they had received was child-centered or subject-centered said it was child-centered.
6. Approximately half of the 481 teachers wrote in their own words usable statements explaining why they felt as they did toward the supervision they had received. The commonest reasons for favorable attitudes were that the supervisors gave

¹⁵J. R. Shannon. "Teachers' Attitudes Toward Supervision." Educational Method, 16 (October, 1936) 9-14.

constructive and helpful suggestions, that the supervisors were kind and sympathetic, well-informed, and that they gave no constructive or helpful suggestions.

Armstrong¹⁶ distributed an inquiry to high school teachers in Salt Lake City asking for their estimates of the relative value of different types of supervisory service.

The five techniques and procedures considered most helpful in order of their preference were:

1. Assignments to subjects you are best fitted to teach.
2. Personal conferences with principal or supervisor.
3. Providing and suggesting helpful teaching materials, such as tests, supplementary books and other supplies.
4. Small group meetings such as departmental meetings.
5. Making available information regarding pupils in your classes, such as: intelligence, health, and personality traits.

Items receiving the lowest ranks were:

1. Reports by teachers on meetings attended or reading done.
2. Visits by principal or supervisor to observe pupils only.
3. Encouraging and directing study in summer school.
4. Administrative devices, such as honors, awards, etc., for encouraging high scholarship.

¹⁶ W. E. Armstrong. "What Teachers Prefer in Supervision." Educational Method, 15 (February, 1936) pp. 270-2.

5. Visits by principals to inspire class.

A study conducted in the county schools of Pontiac, Michigan by Van Antwerp¹⁷ was concerned with four commonly employed supervisory activities: visitation by the supervisor, individual conferences, teachers' meetings, and supervisory bulletins.

Of the 150 teachers returning questionnaires, 137 reported changes in teaching resulting from the supervisor's visit. Changes pertaining to the learning process and methods of teaching were most frequently mentioned. Sixty-nine and seven-tenths per cent of all changes reported related to techniques and methods of teaching. Ninety-six per cent of the teachers indicated the supervisor was of great help through suggestions made.

Most of the responses given by the teachers to the individual conference point to a high regard for this practice as a supervisory technique.

Teachers' meetings generally were considered very helpful. Responses indicated that teachers favored most those meetings in which they received suggestions concerning methods and help in obtaining materials.

¹⁷Harriett Van Antwerp. "Teachers' Evaluation of the Effectiveness of Supervisory Activities." Educational Method, 15 (May, 1936) pp. 441-447.

The supervisory bulletin was considered the least effective of the four supervisory activities about which information was sought and inquiry made in the investigation. These bulletins were regarded as a source of great help by very few teachers; acknowledged by a large majority of teachers to contain little value as an aid in teaching; received by most teachers with little interest.

A study conducted by Bumatay¹⁸ of the University of Texas casts additional light on how teachers feel about supervisors and supervision. An information blank and a rating scale were given to 570 teachers while they were enrolled in education courses at the previously mentioned university.

The more pertinent questions are listed below along with a general comment about their answers.

Do the supervisors give constructive and helpful suggestions that aid you in improving your teaching technique?

There was fairly uniform agreement among the teachers that supervisors, whether they be the superintendents, the principals, or special supervisors, gave constructive and helpful suggestions that aided teachers.

Do the supervisors appear to be well-informed with the latest methods in teaching?

The data show that the responses fall on the positive side of the scale of value.

¹⁸Elias Fijer Bumatay. "Teachers' Attitude Toward Supervisors and Supervision." Texas Outlook, 23 (May, 1939) 9-10.

Do the supervisors make classroom visits frequently? Supervisors did not make classroom visits frequently. Regardless of which supervisors visited classrooms, the technique was rated on the negative five side of the scale.

Are visits announced? In general supervisory visits were not announced.

Do the supervisors confer with you during their visits? It appears that "other supervisors" made more use of conference during their visits than any other two types of supervisors.

Are teachers' meetings well planned by the supervisors? Teachers' meetings were generally well planned.

Do the supervisors send follow-up bulletins, circulars, etc. concerning the meetings which may help you in your teaching? The three types of supervisors seldom if ever sent follow-up bulletins, etc. concerning teachers' meetings.

Are the supervisors friendly in their attitudes toward you? The data indicated that the "other supervisors" were generally friendly; and the principals were indifferent to their teachers.

Do the supervisors handle the class and demonstrate good teaching technique during their visits? Apparently, the three types of supervisors did not handle the classes and demonstrate good teaching techniques during their visits. The teachers rated them on the negative side of the scale of value.

Do the supervisors seem conscientious and honest in passing judgments concerning your work? The three types of supervisors were as a rule conscientious and honest in passing judgments concerning their teachers. They were given a positive rating in the scale.

Are the supervisors systematic in their classroom procedures? Yes, the data indicated that on the whole the three types of supervisors were fairly systematic in their classroom procedures.

Are the supervisors tactful in their approach to your teaching difficulties? Data indicated that the principals were more tactful in their approach than the superintendents and "other supervisors." The principals were rated on the positive side of the scale while the other two types of supervisors were rated on the median point of the scale of value.

Other significant conclusions included:

1. There was no essential difference in the responses among teachers with respect to age; no essential difference with respect to those teaching in the lower and those teaching in the higher grades; no essential differences among those teaching in the rural schools and those teaching in the city schools; and no essential difference among those teaching in small school systems and those teaching in big school systems.
2. Teachers young in the profession (in point of service one or two years) indicated a dislike for supervision much more strongly than those old in service (in point of teaching experience eleven or more years). Those with teaching experience of the intermediate years (three to five) offered least resistance among the three groups of teachers.
3. Those young and those old in service were almost unanimously agreed that supervision is mostly critical and fault-finding. Those of the intermediate years were conservative and indifferent in their attitudes toward supervision.
4. Married men and women were more conservative and indifferent in their attitudes toward supervision than unmarried teachers.
5. The teachers expressed a unanimous opinion that supervision is essential to the improvement of instruction, but that in the way it was carried on in their school systems they were far from getting the maximum advantages of scientific supervision.

A survey among teachers attending summer school session in West Virginia colleges brought out a number of revealing answers to the question "What help do teachers want of their superintendents and principals?"¹⁹

¹⁹"Teachers Tell How Supervisors Can Help." School Management, 13 (November, 1943) 71.

Elementary teachers expressed a need for help on problems of discipline, on program planning for the entire year, on keeping the superior child working at maximum ability and properly placing the retarded child. They asked for help on newly adopted methods, texts, classroom aids and materials, and that all pamphlets, handbooks and bulletins be given them in time to be of use. Some asked for help in presenting difficult subjects in the best manner and others felt the principal should show an interest in their work and the work of the pupils, and if progress was not being made, should make an effort to hunt out the reason. Most urgent was the request for help on adjusting the class work to the different abilities of the pupils.

Asked what help they had received from superintendents and principals during the past year, teachers replied that in some cases they had received help in discipline, in correcting their own teaching and personality faults, in promotions, in arranging programs and lesson plans, in selecting texts, in testing and scoring results, in arranging material systematically to get the best possible results. In some replies it was evident that teachers had not been visited by their supervisors during the year, and in some cases, when visits had been made, no help had been given. However, 95 per cent said they liked to have the principal or superintendent visit the classroom.

In many schools faculty meetings had apparently been of no great value. The average number of such meetings during the year was 18, and 67 per cent of the teachers said they did not feel the meetings gave sufficient emphasis to the improvement of teaching.

Matters which teachers wished discussed at faculty meetings included: improvements in school curriculum and in instructional procedure; latest professional books; new materials and methods; new trends in teaching. They did not want lectures by the principal, long discussions of individual problems, a one-man discussion in which they had no part, a poorly planned, rambling kind of meeting where nothing specific was accomplished. Suggested improvements included making the faculty meetings a type of workshop where teachers could discuss informally their problems and work together for better spirit, more professional improvements and good fellowship.

SUMMARY

From the investigations reviewed it is obvious that teachers do have many ideas and convictions regarding supervision. When given the opportunity to express their feelings freely and openly teachers responded in a constructive, professional manner. It has been said by many that teachers subscribe to the theory "Let teachers teach and supervisors supervise," an inference that teachers really want little or no supervision. The studies

reviewed do not substantiate the implication forwarded by this cliché. In fact, another clearly defined conviction of teachers is that they are desirous of receiving suggestions and help which can result in improving the quality of instruction. This need is not limited to beginning teachers. The consensus of opinion is that all teachers, regardless of training or experience, can improve and therefore need to be supervised.

It is evident that teachers tend to become emotional, unhappy, and greatly discouraged when unqualified persons assume supervisory roles. The studies reported here are replete with the concept that effective supervision must be a cooperative process and that it must be offered by persons who have a genuine concern for teachers as individuals. Empathy and skill in human relations are considered by teachers to be important qualities for successful supervisors. Just as a proper learning environment for children must be developed so must such a climate be established for teachers and supervisors.

Teachers feel that supervisory practices which provide them maximum help are those in which they have greatest opportunity to participate in curriculum improvement and which make available to them sources of pertinent information. Supervisor domination is a strong element in what teachers describe as detrimental supervision.

Finally, these studies and others of a similar nature reinforce the convictions of so many college instructors and public school administrators that educational opportunities for children can be enriched by effective supervision. Those responsible for teacher training, as well as principals and teachers agree upon this belief. The methods and procedures by which this challenging but elusive goal is to be reached provide continuous impetus for all concerned individuals to become more knowledgeable in this key area of educational endeavor.

CHAPTER III

ORGANIZATION AND PLAN OF THE STUDY

It is the writer's strong conviction that a major responsibility for instructional improvement lies with the elementary principal. Further, it is his opinion that unless principals create opportunities for teachers to grow professionally they are failing in one of the most important aspects of their jobs. How teachers feel about their principals and the techniques and methods principals employ surely plays a significant role in the teaching-learning environment of a school and in the ultimate success of the instructional program.

The above beliefs coupled with the stimulation the writer has received through many formal and informal sessions with his professors and other professional colleagues brought about a keen desire to make this investigation. A seminar in supervision under the direction of Dr. Cloy Hobson of the University of Kansas School of Education provided the final motivation.

Setting of the Study

Northeast Johnson County Kansas, is locally known as a distinct sociological and governmental region because of its spectacular population expansion during the past ten years. It is distinct from the other, still rural,

sections of Johnson County and is an integral part of the five county area which makes up metropolitan Kansas City. Its total population is approximately 95,000. Northeast Johnson County is composed of 13 cities ranging in size from 261 to 27,000. The elementary school districts are not coterminous with the municipal boundaries. District 110 has pupils enrolled from the cities of Mission, Merrism, Prairie Village, and Overland Park. Pupils in District 44 come from Mission, Prairie Village, Mission Hills, and Fairway. There are 11 separate elementary districts in the area, offering school programs for approximately 9,000 children in kindergarten through grade six. Pupils who have completed the sixth grade requirements are promoted into one of the six junior high schools of the Shawnee Mission High School District.

Northeast Johnson County is unique, too, in that it faces no teacher shortage. Reasons for this include the county's desirable geographical location to Kansas City, the nearness of higher educational facilities, the better-than-average salaries paid teachers and administrators, and a desire by teachers to work in schools which have gained a reputation for quality education.

Criteria

Criteria established for selecting respondents were:

1. Each teacher included in the study held at least a bachelors degree.
2. Each teacher had at least two years of teaching experience in his school prior to September, 1959.

By establishing the first criterion it was felt that teachers would have acquired a desirable educational background from their respective parent colleges and universities. The second criterion insured that principals would have had sufficient time to provide supervisory assistance and teachers would have had time to have formed opinions about the practices and techniques employed.

Participating School Districts

Common school districts 110 and 44 participated in the study. These districts were selected because: (1) the enrollment in these districts was considerably greater than in any of the other nine school districts; (2) the writer had a personal interest in District 44 because of his principalship at the Prairie School and an equally personal interest in District 110 because of the many professional contacts between himself and principals employed in the district; (3) the professional preparation of the teachers was equal to or exceeded the preparation of similar personnel in other districts of the county; (4) the writer was of the opinion that principals in the two systems were making a conscientious leadership effort; and (5) the

proximity of Districts 110 and 44 made the study feasible.

Permission was received to conduct this research from the author's graduate committee and from the superintendents in whose district the study was made.

From records obtained in offices of the two superintendents of schools it was determined that District 110 employed 225 teachers and District 44 employed 133 teachers, a total of 358 teachers. Two hundred and eighteen of these persons were able to meet the criteria listed above.

All 15 schools in the two districts had personnel participating in the study. District 110 schools were Rushton, Hickory Grove, Santa Fe Trail, Tomahawk, Sequoia, Mohawk, South Park, Overland Park, Arrowhead, Cherokee, and Apache. Prairie District schools participating included Highlands, Porter, Belinder and Prairie.

Full-time non-teaching principals were employed in all schools. Clerical assistance was available in each school. Each district employed special personnel which included a curriculum director, art supervisor, librarians, music teachers and physical education specialists. Thus, it appeared conditions were ideal to promote an active instructional improvement program.

Questionnaire

Several months were spent in the development of a questionnaire, the purpose of which was to provide

participants with opportunities to express their opinions toward selected supervisory practices.

Part I of this questionnaire listed 20 commonly used supervisory practices employed by building principals to improve instruction. Teachers and principals were asked to rate on a five point scale the potential value of each technique, and their estimates of the value of each technique in actual day-to-day practice.

Part II of the questionnaire listed six questions dealing with classroom visitation practices, principal-teacher conferences and curriculum meetings. Teachers were asked to give their opinions to the six questions by choosing from three possible means the one method which they felt to be superior. Teachers were given additional opportunity to make comments or suggestions about the practice in point.

Part III consisted of seven items which seem to the writer to have a direct influence on the principal's efforts to improve instruction. These questions required judgments regarding the professional behavior of the principal, the value of the district-sponsored in-service education program, the value of a written philosophy of education, and suggestions for other practices, techniques, and methods which would be helpful to teachers and would contribute to better teaching. The complete questionnaire appears as Appendix B.

The above questionnaire was tested with the faculty of the Somerset Elementary School in the Cerinth District of Northeast Johnson County. Minor changes intended to improve the clarity of the questionnaire were made as a result of this pilot study. Several of the writer's principal colleagues in other systems also assisted by examining the questionnaire.

After determining which teachers in the selected districts met the established criteria pertaining to the investigation participants were chosen by use of a table of random numbers.¹ An introductory letter was sent to 109 teachers. The purpose of this letter was to explain the nature of the study and to ask these teachers to complete the questionnaire which was to serve as the basis for the investigation. The letter appears as Appendix A. Ninety-nine teachers indicated their willingness to help.

All 15 principals verbally agreed to participate. The questionnaires mailed to the principals were nearly identical to those sent teachers. Minor changes in the principals' questionnaire were made to provide clarity for this particular group. The principals' questionnaire appears as Appendix C.

¹Helen M. Walker and Joseph Lev. Elementary Statistical Methods. Henry Holt and Company, New York, 1958, pp. 280-281.

These returned questionnaires provided the data for the study. Responses from teachers and principals were analyzed and a summary of these appear in Chapter IV.

Limitations

The uniqueness of the school districts taking part in this investigation establishes certain limitations. Because of these the results of this study are most significant for Districts 110 and 44. Although other studies may produce similar results in different communities, it would be without foundation to suggest that it is possible to accurately describe teacher attitude in all communities as a result of this particular study. The writer feels, however, that the results reported here when supplemented by other studies of a comparable nature, will help to provide direction in the planning and conducting of effective supervision.

Assumptions

A study of this type rests upon certain basic assumptions. First, it was assumed that participants would state their honest and frank opinions to the questions and statements which make up the questionnaire. This was encouraged by carefully worded directions and assurance that no attempt would be made to link returned questionnaires with individuals, schools, or districts.

A second assumption was that elementary principals do have a responsibility for the improvement of instruction. Professional literature appearing during the past quarter century abounds with statements charging the elementary principal with the necessity of meeting this obligation. It is the author's belief that the principals in the two districts involved in this study do spend a large proportion of their time in matters relating to instruction and supervision. Personal contact with the superintendents of these districts assured the writer that the 15 principals were expected to give ample time to activities which might improve the teaching-learning process.

Another assumption basic to this investigation was that principals' competencies in providing assistance to classroom teachers could be improved.

Finally, it was assumed that teachers would welcome assistance that was offered in a constructive and in a democratic manner and that was supported by research and thorough investigation.

Definition of Terms

The word "supervision" used in this study is conceived in its broadest sense, embracing all of the activities that an instructional leader might employ to stimulate professional growth of teachers and improve the content and method of teaching.

The term "principal", in this reference, is the person bearing that title, but it is only those aspects of his work that relates to instructional improvement that this study relates. Other persons in the school systems studied have responsibilities in instructional leadership and are hereby recognized, but it is only on the activities of the principal that this study is focused.

The "potential value" heading which appears in Part I of the questionnaire also has a particular meaning in this study. Respondents were asked to consider the values of items 1-20, assuming that factors which might have some bearing on their effectiveness would be ideal; that the practice was being offered under optimum conditions.

The heading "actual value to me" individualizes the worthwhileness of items 1-20 to the respondents. This heading does not take into account the many factors which may play a part in the effectiveness of these various activities. It requires the respondent to choose from five different values the one which most nearly describes his feeling toward the effectiveness of the technique in its actual day-to-day practice.

It might be said that "potential" refers to theoretical value and that "actual" refers to practical value.

CHAPTER IV

ANALYSIS OF THE DATA

As previously stated the purpose of this study was to discover the attitudes of teachers toward supervisory techniques used by building principals. The second major purpose was to learn of any differences which might exist in the attitudes of teachers and principals as they pertain to the value of supervisory practices and procedures.

The purpose of this chapter is to report the results obtained from the returned questionnaires of 92 teachers and 15 principals. Tabulations of the results are presented in a manner which should readily enable the reader to understand the opinions of both groups as they relate to the 33 items listed in the questionnaire.

Certain personal facts about the participants in the study were collected. It was felt that such data would provide additional understanding and meaning to the research.

Personal Data of the Sample

Personal data pertaining to respondents were obtained through the offices of the superintendents of schools. Information gathered regarding teachers included the following:

Average Age of Teachers Participating in Study	- 40 years.
Average Number of Years Teaching Experience	- 11 years.
Average Years in Present District	- 5 years.

The teaching assignments of teachers participating in the study were relatively evenly distributed throughout the grades.

TABLE 1
NUMBER AND PERCENTAGE OF TEACHERS
ASSIGNED TO EACH GRADE LEVEL

Grade	Number of Teachers	Percent of Total
K	8	8.08
1	14	14.14
2	15	15.15
3	15	15.15
4	16	16.16
5	17	17.17
6	14	14.14

The author was interested to know what kind of collegiate institution the teachers had attended. Of the 99 who agreed to complete a questionnaire 26 or 26.3 per cent received their training at state universities. Thirty-two teachers or 32.3 per cent were trained in private or municipal colleges or universities. The largest number, however, 41 or 41.4 per cent, received their training in various teachers colleges throughout the country. Forty-nine teachers were graduated from Kansas colleges or universities.

Personal data regarding principals included the following:

Average age of principals participating in study - 37 years.

Average number of years of teaching and administrative experience - 13 years.

Average years in present district - 9 years.

Four principals received their formal training outside the state of Kansas.

Interpretation of the Questionnaire

Results and interpretations of Part I of the returned questionnaires are presented as follows: (1) Teachers' Attitudes, (2) Principals' Attitudes, and (3) A Comparison of Teachers' and Principals' Attitudes.

Since respondents were given an opportunity to mark their opinions from a five point scale for both the potential and actual value of item 1-20 the following weighting system was used: (1) Extremely valuable choices were given a five point value; (2) More than Average Value choices were assigned a four point value; (3) Average value choices were given a three point value; (4) Less than Average value responses were given a two point value; and (5) Little or No Value responses were given a one point value.

The weighted values of the individual items were summed and ranks assigned. A statistical technique, Rho or rank order correlation, was then used to discover the

presence of relationships between four sets of ranks.

These were:

1. Teachers' attitudes toward items 1-20, potential versus actual value.
2. Principals' attitudes toward items 1-20, potential versus actual value.
3. Teachers' attitudes versus principals' attitudes towards items 1-20, potential value versus potential value.
4. Teachers' attitudes versus principals' attitudes toward items 1-20, actual value versus actual value.

Parts II and III of the questionnaire did not lend themselves to statistical interpretation. Understandings of the results of items 21-33 are provided through tables and descriptive analysis.

Teachers' Attitudes (Part I)

Table 2 below indicates the feelings of teachers toward the potential value and actual value of items 1-20.

TABLE 2
TEACHERS' RANKING OF ITEMS 1-20:
POTENTIAL VALUE AND ACTUAL VALUE

Item	Potential Rank	Actual Rank	D	D ²
1	3	4	-1	1
2	11.5	13.5	-2	4
3	14.5	9	4.5	20.25
4	20	20	0	0
5	19	18	1	1
6	11.5	8	3.5	12.25
7	7	6	1	1
8	5	7	-2	4
9	2	2	0	0
10	14.5	15	-.5	.25
11	4	3	1	1
12	16	10	6	36
13	17	19	-2	4
14	9	12	-3	9
15	13	11	2	4
16	10	16	-6	36
17	18	17	1	1
18	8	5	3	9
19	1	1	0	0
20	6	13.5	-6.5	42.25
			0	186.00

The rank order correlation formula, $R=1-\frac{6\sum d^2}{N^3-N}$, with N being the number of items ranked and d being the difference in the ranks assigned, was applied as follows:

$$Rho = 1 - \frac{6\sum d^2}{N^3 - N}$$

$$Rho = 1 - \frac{(6)(186.00)}{8000 - 20}$$

$$Rho = 1 - \frac{1116}{7980}$$

$$\text{Rho} = 1 - .1398$$

$$\text{Rho} = .86$$

Entering Olds'¹ table with an N of 20 reveals that a Rho of .86 is statistically significant at .01 level of probability. Although other correlations discussed are also significant at the .01 level they may not be high enough to be used for predictive purposes.

Considerable similarity is noted in teachers' attitudes toward the most valuable practices potentially and the most valuable practices in actual usage.

The first four ranking items in terms of potential value were items 19, 9, 1, and 11.

Item 19 was Providing opportunities for special resource people (art coordinator, elementary supervisor, etc.) to lend individual help to teachers; Item 9, Small group meetings such as grade level meetings to discuss mutual interests and problems pertaining to instruction; Item 1, Attendance at Orientation Week Meetings at which instructional practices are discussed; and Item 11, Conducting occasional meetings to introduce and explain new teaching aids such as books, tests, instructional games, etc.

Items 19 and 9 were ranked one and two respectively in terms of actual value also. Item 11 was ranked three

¹Sidney Siegel. Nonparametric Statistics for the Behavioral Sciences. McGraw-Hill Book Co., New York, 1956, p. 284.

and Item 1 in the fourth position in terms of actual value. Thus the only difference between the potential and actual rankings in the first four places is the interchange of items 11 and 1.

Items 4, 5, 17 and 13 were ranked 20, 19, 18, and 17 respectively in terms of potential value.

Items 4, 13, 5, and 17 were ranked 20, 19, 18, and 17 respectively in terms of actual value.

Item 4 was Assigning teachers to attend discussions of certain topics at conventions; Item 13, Holding individual conferences to encourage and advise teachers in selection of extension or summer course work; Item 5, Providing time at staff meetings to hear follow-up reports from teachers who have attended professional meetings, and Item 17 was Providing direction and guidance in reading and studying professional literature.

Table 2 may be studied for the ranks assigned other items.

Major Differences between Potential and Actual Value of Items 1-20 as Rated by Teachers

Careful analysis of Table 2 reveals that the greatest differences between the potential value and actual value of items 1-20 exists with items 20, 16, 12, and 3.

Item 20, Providing opportunity for the teacher to view the principal or another resource person teach a

"demonstration" lesson to be followed by a conference; and Item 16, Providing opportunity for inter-visitation of teachers followed by teacher-teacher or teacher-principal conference to discuss the teaching learning situation, were ranked six steps higher in actual value than in potential value.

Items 12 and 3, however, were given a considerably lower ranking in actual value than in potential value. Item 12 was Planning and working with teachers in post school, pre-school, or summer workshops; and Item 3, Attendance at district sponsored workshops in which discussion of instructional practices is concentrated into one, two, or three days.

The reader should be cautioned against interpreting these items as the least effective techniques for instructional improvement.

Principals' Attitudes (Part I)

Table 3 reflects the opinions of principals toward the potential value and actual value of items 1-20.

TABLE 3
 PRINCIPALS' RANKING OF ITEMS 1-20; POTENTIAL
 VALUE AND ACTUAL VALUE

Item	Potential Rank	Actual Rank	D	D ²
1	14.5	10	4.5	20.25
2	9	12.5	-3.5	12.25
3	9	12.5	-3.5	12.25
4	20	20	0	0
5	19	18	1	1
6	6	6.5	-.5	.25
7	9	4	5	25
8	5	6.5	1.5	2.25
9	1	1	0	0
10	16	16	0	0
11	7	10	-3	9
12	4	4	0	0
13	17.5	19	-1.5	2.25
14	11	10	1	1
15	12	4	8	64
16	2.5	8	-5.5	30.25
17	17.5	17	.5	.25
18	14.5	14	.5	.25
19	2.5	2	.5	.25
20	13	15	2	4
			0	184.50

The rank order correlation formula produced a correlation of .86.

Principals saw items 9, 19, 16, and 12 as the four most potentially beneficial practices. These were respectively: Small group meetings such as grade level meetings to discuss mutual interests and problems pertaining to instruction; Providing opportunities for special resource people (art coordinator, elementary supervisor, etc.) to lend individual help to teachers; Providing opportunity for intervisitation of teachers followed by teacher-teacher or teacher-principal conference to discuss the

teaching learning situation; and Planning and working with teachers in post school, pre-school, or summer workshops.

Items 9 and 19 were also ranked one and two respectively in terms of actual value by principals. The three next most beneficial items in terms of actual value, all with a rank of four, were items 7, 12, and 15. Item 7 was Staff meetings concerning curriculum problems involving the entire faculty and utilizing either the principal or other staff members as group leaders; Item 12, Planning and working with teachers in post school, pre-school, or summer workshops; and Item 15, Teacher-principal conference for the purpose of discussing administrative matters which may have a bearing on the effectiveness of the instructional program.

Items 4, 5, 13, and 17 were ranked 20, 19, 17.5, and 17.5 respectively by principals in terms of potential value.

Items 4, 13, 5, and 17 were ranked 20, 19, 18, and 17 respectively by principals in terms of actual value.

Item 4 was Assigning teachers to attend discussions of certain topics at conventions; Item 13, Holding individual conferences to encourage and advise teachers in selection of extension or summer course work; Item 5, Providing time at staff meetings to hear follow-up reports from teachers who have attended professional meetings; and Item 17, Providing direction and guidance in reading and studying professional literature.

Table 3 may be studied for ranks assigned other items.

Major Differences between Potential and Actual Value of Items 1-20 as Rated by Principals

Table 3 reveals important discrepancies between the potential and actual value of items 1-20 to exist with items 16, 3, 2, 7, 1, and 15.

Items 16, 3, and 2 were judged to be of considerably lower actual value than their potential rank would indicate. Item 16 was Providing opportunity for inter-visitation of teachers followed by teacher-teacher or teacher-principal conference to discuss the learning situation; Item 3, Attendance at district sponsored workshops in which discussion of instructional practices is concentrated into 1, 2, or 3 days; and Item 2, Attendance at In-service education meetings sponsored by the local district, at which instructional practices are discussed.

Items seven, one, and 15, however, were ranked considerably higher in actual value than in potential value. Item 7 was Staff meetings concerning curriculum problems involving the entire staff and utilizing either the principal or other staff members as group leaders; Item 1, Attendance at Orientation Week meetings at which instructional practices are discussed; and Item 15

Teacher-principal conference for the purpose of discussing administrative matters which may have a bearing on the effectiveness of the instructional program.

A Comparison of Teachers' and Principals' Attitudes

Table 4 shows how teachers and principals ranked items 1-20 in terms of their potential value.

TABLE 4
TEACHERS' AND PRINCIPALS' RANKING OF
ITEMS 1-20: POTENTIAL VALUE

Item	Teachers' Rank	Principals' Rank	D	D ²
1	3	14.5	-11.5	132.25
2	11.5	9	2.5	6.25
3	14.5	9	5.5	30.25
4	20	20	0	0
5	19	19	0	0
6	11.5	6	5.5	30.25
7	7	9	-2	4
8	5	5	0	0
9	2	1	1	1
10	14.5	16	-1.5	2.25
11	4	7	-3	9
12	16	4	12	144
13	17	17.5	-.5	.25
14	9	11	-2	4
15	13	12	1	1
16	10	2.5	7.5	56.25
17	18	17.5	.5	.25
18	8	14.5	-6.5	35.25
19	1	2.5	-1.5	2.25
20	6	13	-7	49
			0	514.50

The Rho formula in this case produced a correlation of .61.

Teachers and principals were agreed that items 9 and 19 represent the two most promising practices potentially for instructional improvement. Item 9 was Small group meetings such as grade level meetings to discuss mutual interests and problems pertaining to instruction; and item 19, Providing opportunities for special resource people (art coordinator, elementary supervisor, etc.) to lend individual help to teachers.

There was disagreement between teachers and principals, however, regarding the items ranked in positions three and four. Teachers ranked items 1 and 11 in these positions respectively. Item 1 was Attendance at Orientation Week meetings at which instructional practices are discussed; and Item 11, Conducting occasional meetings to introduce and explain new teaching aids such as books, tests, instructional games, etc.

Principals, however, ranked items 16 and 12 in the third and fourth positions respectively. Item 16 was Providing opportunity for inter-visitation of teachers followed by teacher-teacher or teacher-principal conference to discuss the teaching learning situation; and Item 12 was Planning and working with teachers in post school, pre-school, or summer workshops.

In studying the practices which teachers and principals felt to hold the least potential value for instructional progress it is interesting to note the two groups

were completely agreed on their rankings of items 4, 5, 17, and 13. These items were ranked 20, 19, 18, and 17 respectively, or at the lower end of the potential value scale.

These items were as follows: Item 4, Assigning teachers to attend discussions of certain topics at conventions; Item 5, Providing time at staff meetings to hear follow-up reports from teachers who have attended professional meetings; Item 17, Providing direction and guidance in reading and studying professional literature; and Item 13, Holding individual conferences to encourage and advise teachers in selection of extension or summer course work.

Table 5 provides the reader with an understanding of teachers' and principals' opinions toward the actual value of items 1-20.

TABLE 5
TEACHERS' AND PRINCIPALS' RANKING OF
ITEMS 1-20: ACTUAL VALUE

Item	Teachers' Rank	Principals' Rank	D	D ²
1	4	10	-6	36
2	13.5	12.5	1	1
3	9	12.5	-3.5	12.25
4	20	20	0	0
5	18	18	0	0
6	8	6.5	1.5	2.25
7	6	4	2	4
8	7	6.5	.5	.25
9	2	1	1	1
10	15	16	-1	1
11	3	10	-7	49
12	10	4	6	36
13	19	19	0	0
14	12	10	2	4
15	11	4	7	49
16	16	8	8	64
17	17	17	0	0
18	5	14	-9	81
19	1	2	-1	1
20	13.5	15	-1.5	2.25
			0	344.00

A correlation of .74 was obtained from the figures presented in Table 5.

Items 19 and 9, which were judged to be the two most valuable practices in terms of their potential value for instructional improvement, were ranked in the top two positions by teachers and principals in terms of their actual value as well. The reader will note that the teachers ranked Item 19, Providing opportunities for the teacher to view the principal or another resource person

teach a "demonstration lesson" to be followed by a conference, in the first position and Item 9, Small group meetings such as grade level meetings to discuss mutual interests and problems pertaining to instruction, was ranked in the second position by teachers.

Principals had the same high regard for Items 19 and 9; they did, however, reverse the rankings by ranking Item 9 in position one and Item 19 in position two.

Teachers assigned ranks of three and four to Items 11 and one respectively. Item 11 was Conducting occasional meetings to introduce and explain new teaching aids such as books, tests, instructional games, etc.; and Item one, Attendance at Orientation Week meetings at which instructional practices are discussed.

A three-way tie existed in the rankings of principals with the result that items 7, 12, and 15 were ranked in position four. Item 7 was Staff meetings concerning curriculum problems involving the entire faculty and utilizing either the principal or other staff members as group leaders; Item 12, Planning and working with teachers in post school, pre-school, or summer workshops, and Item 15, Teacher-principal conference for the purpose of discussing administrative matters which may have a bearing on the effectiveness of the instructional program.

Major Differences Between the Attitudes of Teachers and Principals Toward the Potential Value and Actual Value of Items 1-20

Analysis of Table 4, page 58, reveals a number of major differences of opinions between teachers and principals toward the potential value of items 1-20.

Teachers were considerably more impressed with the potential value of items 20, 18 and 1 than were their principal colleagues. For example, Item 1, Attendance at Orientation Week meetings at which instructional practices are discussed, was ranked third by teachers but 14.5 by principals. A difference in rank of seven was noted in reference to Item 20, Providing opportunity for the teacher to view the principal or another resource person teach a "demonstration lesson" to be followed by a conference. Similarly, Item 18, Providing assistance in developing greater understanding of all class members through cooperative study of school records, assistance with difficult parent conferences, etc., was ranked 6.5 positions higher by teachers in terms of potential value than by principals.

Items considered much stronger potentially by principals than by teachers were numbers 12, 16, 6, and 3. The greatest discrepancy by far existed with Item 12 which was ranked in position four by principals but 16 by teachers. Item 12 was Planning and working with teachers in post

school, pre-school, or summer workshops. The second major discrepancy in attitudes of the two groups was with Item 16, Providing opportunity for intervisitation of teachers followed by teacher-teacher or teacher-principal conference. Principals ranked this item 7.5 positions higher than did teachers. Items 6 and 3 were ranked 5.5 positions higher by principals than by teachers. These were respectively, Having teachers make a list of their problems for use by the staff in planning staff meetings; and, Attendance at district-sponsored work-shops in which discussion of instructional practices is concentrated into one, two, or three days.

Table 5, page 61, reveals important differences in attitudes of teachers and principals toward the actual value of items 1-20. The most apparent differences were with items 18, 11, and 1. Teachers feel these particular practices to be far more valuable in actual day-to-day usage than principals. Item 18, Providing assistance with difficult parent conferences, etc., was ranked in position five by teachers but in position 14 by principals. Item 11, Conducting occasional meetings to introduce and explain new teaching aids such as books, tests, instructional games, etc., was rated third in terms of actual value by teachers but 10th by principals. The other discrepancy worthy of mention was with Item 1, Attendance at Orientation Week meetings at which instructional practices are

discussed. This item was ranked in position four by teachers but in position 10 by principals.

Principals rated items 16, 15, and 12 at least six positions higher in terms of actual value than teachers. These items were respectively, Providing opportunity for inter-visitation of teachers followed by teacher-teacher or teacher-principal conference to discuss the learning situation; Teacher-principal conferences for the purpose of discussing administrative matters which may have a bearing on the effectiveness of the instructional program; and, Planning and working with teachers in post school, pre-school, or summer workshops.

Teacher-Principal Attitudes (Part II)

Perhaps the outstanding conclusion to be drawn from Table 6, which indicates the attitudes of teachers and principals toward classroom visitation arrangements, is that classroom teachers do want their principals to visit. This can be concluded by the fact that only eight of 92 teachers preferred to have their principals "only by request."

TABLE 6
 TEACHER-PRINCIPAL RESPONSES TO ITEM 21:
 WHAT ARRANGEMENTS FOR VISITATION
 DO YOU PREFER

Arrangements	Teachers' Attitudes		Principals' Attitudes	
	N	%	N	%
By request of teacher	8	8.70	1	6.67
Unannounced Visitation	44	47.83	5	33.33
Scheduled Visitation	37	40.22	6	40.00
No preference stated	3	3.26	0	.00
Combination - scheduled and unannounced	0	.00	3	20.00

Approximately 40% of the teachers had additional remarks to make about the arrangements to be made for supervision. These remarks are summarized below:

1. All teachers should be supervised more closely than they are, particularly teachers new in service.
2. All visitations should have purposes which are known and understood by both the teachers and principals.
3. Visitations can be more beneficial if a mutual rapport exists.
4. New teachers may feel more comfortable if visits are scheduled.

5. The first visitation of the year, whether to a new or returning teacher, should be scheduled. It should also be short in terms of time; perhaps 10 to 15 minutes.
6. As evidenced by the table there was much disagreement as to whether visitations should be scheduled or unannounced. Teachers favoring scheduled visits feel this to be a matter of "courtesy"; those opposed and in favor of unannounced visitation feel the principal sees a more natural situation when he comes without giving previous notice. Several teachers expressed a strong feeling for a combination of scheduled and unannounced visits.

Principals, just as the teachers, strongly favored a combination scheduled and unannounced plan of visitation. Principals expressed a desire to rely upon teacher requests for classroom visitation.

Table 7 indicates how the sample group responded to Item 22, "How many times per year do you feel your principal should visit if he is to provide you with adequate supervisory help?" It is sufficient to state that both principals and teachers generally prefer one to six visits per year.

TABLE 7

RESPONSE OF TEACHERS AND PRINCIPALS TO ITEM #22: HOW
MANY TIMES PER YEAR DO YOU FEEL YOUR PRINCIPAL
SHOULD VISIT IF HE IS TO PROVIDE YOU
WITH ADEQUATE SUPERVISORY HELP

Number of Visits	Teachers' Attitudes		Principals' Attitudes	
	N	%	N	%
No Visits necessary	11	11.96	0	.00
One to Three times	56	60.87	6	40.00
Four to Six times	20	21.74	6	40.00
No Response	5	5.43	3	20.00

Teachers' remarks and suggestions are summarized below:

1. The number of visitations should be gauged by the problems a teacher faces. This has reference to both "pupil" problems and "teacher" problems.
2. The principals should plan a minimum of four visits to teachers new in the system and at least one visit each year to experienced teachers, even though past competency has been demonstrated.
3. Too many visits may have adverse effects on teacher-pupil relations.
4. A desire by the principal to observe in the classroom can provide an incentive to teachers and children.

5. Visitation should be frequent enough for the principal to learn of the strengths and weaknesses of teachers. Only in this way can supervision be beneficial.
6. A principal should feel free to visit anytime he senses a teacher needs help.

Principals felt the number of visits should be determined by the needs of the teacher. They generally agreed that beginning teachers require more direct supervision by classroom visitation than did experienced teachers.

The length of a visit by the principal may have implications for the improvement of instruction.

TABLE 8

RESPONSE OF TEACHERS AND PRINCIPALS TO ITEM 23:
HOW LONG DO YOU FEEL THE PRINCIPAL SHOULD
STAY IN ORDER TO EVALUATE ACCURATELY A
TEACHING-LEARNING SITUATION?

Length of Visit	Teachers' Attitudes		Principals' Attitudes	
	N	%	N	%
Only a Few Minutes	18	19.57	0	.00
Approximately one hour	58	63.05	9	60.00
At Least one-half day	12	13.04	4	26.67
No Choice Made	4	4.35	2	13.33

Both principals and teachers were in general agreement that visitations should last for approximately one hour. Approximately twenty per cent of the teachers felt visits should be limited to a few minutes whereas 13 per cent favored visits of at least one-half day. All principals felt a visitation should last at least one hour.

Pertinent teacher remarks were:

1. Under normal circumstances a principal should be able to determine the ability and needs of his teacher in an hour. However, visits should be planned so that a different subject can be observed at each visitation.
2. The actual length of the visit may not be as important as staying to see the lesson from its beginning to its natural culmination, recognizing that it may be reviewed and resumed the following day.
3. Teachers favoring one-half day visitations felt a truer evaluation could be made over this longer period of time. One teacher stated she did not believe in "hit and run".

Principals were agreed that there is merit in planning visits so that the same subject is not observed each time. They, too, felt the length of the visit should be guided somewhat by the development of the lesson.

Table 9 reveals that teachers and principals were in almost total agreement regarding evaluation arrangements.

TABLE 9

RESPONSES OF TEACHERS AND PRINCIPALS TO ITEM 24;
 ASSUMING EACH VISIT IS FOLLOWED BY AN ATTEMPT
 AT SOME TYPE OF EVALUATION WHICH OF THE
 FOLLOWING METHODS DO YOU PREFER?

Value of Practice	Teachers' Attitudes		Principals' Attitudes	
	N	%	N	%
Oral Discussion only	56	60.88	9	60.00
Written Evaluation only	0	.00	0	.00
Combination of Above	36	39.13	5	33.33
No Preference stated	0	.00	1	6.67

The gist of the majority of teacher comments was that better teacher-principal rapport and understanding could be obtained through frank and open oral evaluation. Those who favored a combined oral-written evaluation felt it would be highly desirable to have a written check sheet for future use. This latter group felt weaknesses could be more accurately defined through a written evaluation. It is the writer's belief that very few principals have utilized the written evaluation method.

Teachers and principals preferences as they pertain to the holding of conferences are shown in Table 10.

TABLE 10

RESPONSES OF TEACHERS AND PRINCIPALS TO ITEM 25:
WHEN DO YOU PREFER TO HAVE INDIVIDUAL
CONFERENCES WITH YOUR PRINCIPAL

Time	Teachers' Attitudes		Principals' Attitudes	
	N	%	N	%
Before School	16	17.39	0	.00
During Free Periods	28	30.43	9	60.00
After School	43	46.74	4	26.67
No Preference	5	5.44	2	13.33

The largest percentage of the teachers (46.74) favored after school conferences. The reason given for this was that both parties could be assured of adequate discussion time and there would be less chance of interruption after school than during other times of the day.

Principals, however, generally favored holding such conferences during the teachers' free periods. They preferred this time to other because they felt the majority of conferences could be conducted in 15 to 30 minutes without undue difficulty. Principals generally did not want to impose on the teachers' before-school time, their feeling being that this was time needed by the teacher to prepare for the arrival of his pupils.

Teachers and principals were generally agreed upon the frequency of curriculum staff meetings:

TABLE 11

RESPONSES OF TEACHERS AND PRINCIPALS TO ITEM 26:
HOW OFTEN DO YOU FEEL STAFF MEETINGS
CONCERNING CURRICULUM PROBLEMS
SHOULD BE HELD

Frequency of Meetings	Teachers' Attitudes		Principals' Attitudes	
	N	%	N	%
Once per month	11	11.96	1	6.67
Six per year	5	5.44	0	.00
As needed at the discretion of the principal and/or a committee	76	82.61	14	93.33

Teachers and principals were strong in their belief that the frequency of meetings should be determined by need. Teachers, in particular, felt that there was real danger in scheduling so many meetings that inadequate time is allowed for actual teaching and preparation of lessons. Such situations, teachers state, can be a source of friction between staff members and the principal. Teachers felt, too, that the principal as official leader, should have jurisdiction over the number of meetings; however, it was also felt that principals should utilize the staff in the planning and conducting of meetings.

Teacher-Principal Attitudes (Part III)

Item number 27 relating to the value of the district-sponsored in-service education program produced a rather wide variance of opinion.

TABLE 12

RESPONSE OF TEACHERS AND PRINCIPALS TO ITEM 27:
CHECK ON THE SCALE BELOW YOUR ESTIMATE OF THE
DISTRICT-SPONSORED IN-SERVICE EDUCATION
PROGRAM

Value of Practice	Teachers' Attitudes		Principals' Attitudes	
	N	%	N	%
Extremely Valuable	6	6.52	1	6.67
More than Average Value	20	21.74	7	46.67
Average Value	38	41.30	5	33.33
Less than Average Value	24	26.09	2	13.33
Little or No Value	4	4.35	0	.00

Teachers consider the in-service program of considerably less value than did principals. It is interesting to note that 71.7 per cent of the teachers feel this practice to be of average or less value. Forty-six and seven tenths per cent of the principals rate the program of average or less value. A difference is also noted in teacher-principal attitudes as they pertain to the positive

values derived from this endeavor. Only 28.3 per cent of the teachers marked the extremely valuable or more than average value categories compared to 53.3 per cent of the principals.

Attention is called to Item 2 of the questionnaire which also refers to the value of in-service activities. It appears that the groups were consistent in their attitudes in that Item 2 was ranked 11.5 and 9 respectively for teachers and principals in terms of potential value. In actual value teachers and principals respectively ranked the item 13.5 and 12.5.

Table 13 provides information about the efforts exerted by principals to improve instruction.

TABLE 13

RESPONSE OF TEACHERS AND PRINCIPALS TO ITEM 28: CHECK ON THE SCALE BELOW THE EFFORT YOU FEEL YOUR PRINCIPAL HAS MADE OR IS PRESENTLY MAKING TO IMPROVE THE INSTRUCTIONAL PROGRAM OF THE SCHOOL

Degree of Effort	Teachers' Attitudes		Principals' Attitudes	
	N	%	N	%
Great effort	18	19.57	0	.00
More than average effort	41	44.57	6	40.00
Average effort	22	23.91	8	53.33
Less than average effort	7	7.61	1	6.67
Little or no effort	4	4.35	0	.00
Totals	92		15	

It is encouraging to note that over 88 per cent of the teachers felt their principals were making an average or greater than average effort. Teachers, in fact, felt that their principals were making a greater effort to improve instruction than principals themselves thought they were making.

Table 14 which relates to the helpfulness of principals provides considerable evidence that principal effectiveness is in need of improvement.

TABLE 14

RESPONSES OF TEACHERS AND PRINCIPALS TO ITEM 29:
CHECK ON THE SCALE BELOW THE HELP YOU HAVE OR
ARE PRESENTLY RECEIVING FROM YOUR PRINCIPAL
IN THE IMPROVEMENT OF INSTRUCTION.

Value of Practice	Teachers' Attitudes		Principals' Attitudes	
	N	%	N	%
Extremely helpful	5	5.44	0	.00
More than average help	28	30.44	6	40.00
Average help	37	40.22	7	46.67
Less than average help	8	8.70	2	13.33
Little or no help	14	15.22	0	.00

Almost 24 per cent of the teachers rated their principals in the two negative categories, and 15 per cent stated they were receiving little or no help. A comparison of the negative responses of teachers and principals reveals that teachers generally have a lower opinion of principals' effectiveness than do the principals.

Table 15 reveals that teachers have considerable confidence in the potential value of their principals to help improve instruction.

TABLE 15

RESPONSES OF TEACHERS AND PRINCIPALS TO ITEM 30: IN VIEW
OF YOUR PRINCIPAL'S EXPERIENCE TRAINING AND ATTITUDE
TOWARD PROFESSIONAL GROWTH CHECK (✓) ON THE SCALE
BELOW YOUR ESTIMATE OF HIS POTENTIAL SERVICE
AS A SUPERVISOR

Value of Practice	Teachers' Attitudes		Principals' Attitudes	
	N	%	N	%
Extremely valuable	30	32.61	1	6.67
More than average value	35	38.05	9	60.00
Average value	18	19.57	5	33.33
Less than average value	5	5.44	0	.00
Little or no value	4	4.35	0	.00

The reader will note that over 90 per cent of the teachers who responded felt their principals to possess average or better than average value. Nearly 71 per cent of the teachers marked their principals in the top two categories, an indication that they feel their principals have a great deal of potential value to offer to instructional improvement. It is noted that only nine teachers, less than 10 per cent, reacted negatively to the potential value of their principals.

All of the principals felt their experience, training, and attitude toward professional growth placed them

in a position to be of at least average potential value. Sixty per cent of the principals felt they could be of more than average potential value to their teachers.

Table 16 indicates that a sufficient percentage of teachers and principals have positive feelings about the value of a written philosophy of education for their buildings to warrant time being taken to develop such a project.

TABLE 16

RESPONSES OF TEACHERS AND PRINCIPALS TO ITEM 31: CHECK ON THE SCALE BELOW YOUR ESTIMATE OF THE VALUE OF A WRITTEN PHILOSOPHY OF EDUCATION FOR YOUR BUILDING

Value of Practice	Teachers' Attitudes		Principals' Attitudes	
	N	%	N	%
Extremely valuable	13	14.13	6	40.00
More than average value	27	29.35	2	13.33
Average Value	34	39.96	5	33.33
Less than average value	12	13.04	1	6.67
Little or no value	6	6.52	1	6.67

Although the largest percentage of teachers, approximately 37 per cent, indicated a written philosophy of education would be of only average value another 43 per cent marked this in the top two categories.

Principals felt there was slightly more to be gained from a written philosophy than did teachers. Attention is called to the fact that 40 per cent of the principals marked the extremely valuable category as compared to 14 per cent of the teachers.

The purpose of Item 32 was to learn the degree of democratic leadership principals provided. Teachers were asked to check their feelings on a continuum. The numbers on the scaled line below indicate the number and location of teacher responses to Item 32, Is your principal autocratic or democratic in his actions as he works for the improvement of instruction? Indicate by an X on the scale below the relative position of his actions.



N 92

Principals reacted as follows to the same item:



N 15

Perhaps the most significant conclusion to be drawn from the two scales is that approximately 12 per cent of the teachers felt their principal's actions are quite

autocratic as they work for the improvement of instruction. However, the great majority of teachers felt their principals practiced considerable democratic leadership.

The final questionnaire item, number 33, provided teachers and principals an opportunity to answer the question, What additional practices, techniques, methods, etc. would you suggest to improve instruction? The written comments and suggestions made by teachers and principals provide the reader with existing attitudes which may not be apparent through a study of other questionnaire items. Teachers' and principals' comments were grouped to produce the following summary statements:

Teachers' Responses to Item 33:

1. There needs to be more effective explanation and follow through of school policies.
2. Better utilization of special personnel (art, physical education, principal, etc.) is needed.
3. Supervisors should do demonstration teaching instead of just visiting. More opportunities for inter-visitation should be provided.
4. Action research in classrooms deserves more encouragement.
5. We need a wider variety of materials in order to meet individual differences.
6. Principals need to develop more competencies in the area of supervision. They need to be more

friendly. Teachers need skilled observation and analysis of lesson plans and unit plans, as well as teaching performance.

7. New teachers need more help and supervision than they receive.
8. Professional libraries within buildings need to be improved.
9. Efforts should be made to improve all facets of parent-school relationships.
10. The quality of staff meetings needs to be improved. Principals and others responsible for the planning of such meetings should prepare more adequately and advise teachers in advance of the agenda.
11. Principals need to become better acquainted with children through brief, informal visits, small meetings, etc.
12. Extra duties should be delegated in relation to work load.

The above teacher comments may be of value in developing future supervisory programs. Equally as important were numerous teacher comments stated in a negative manner. The most common complaint was a strong feeling that teachers' time is being taken for so many activities outside their regular instructional program that efficiency is impaired. Rather bitter resentment was expressed toward the in-service program as it is presently being conducted.

Teachers stated they were so busy with this activity and various non-instructional projects (Teachers' Association, etc.) that they did not have time to plan adequately their teaching day.

Principals' Responses to Item 33

Just as teachers desired more leadership from principals, so principals stated a similar request for more effective leadership from their superintendents. Principals felt superintendents were so busy with administrative detail that the superintendents' role as the instructional leader of the system was decreasing in effectiveness. Since the brunt of instructional leadership rests with principals, it was felt greater incentives should be offered principals to improve professionally.

Principals felt all persons in teaching needed to develop better understandings of the principles of child growth and development and of the learning process. They also expressed a desire to learn more about how these principles can be more effectively implemented into classroom teaching.

Principals considered teacher recreational activities of importance in the development of staff rapport.

Principals requested a written district philosophy of education and a salary schedule which would reward career teachers.

Another significant suggestion was that principals should be better prepared than many have been prior to assuming supervisory roles. They felt that school districts could improve the instructional program by identifying persons whose training and aspirations may lead to a principalship and then offering on-the-job training. It was felt that first year principals would be more effective if a leadership training program could be organized.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this, the final chapter, the important findings will be summarized and conclusions drawn without presenting the detailed evidence set forth previously. The reader is asked to keep in mind that the purposes of the study were to discover attitudes of teachers toward selected supervisory practices used by principals and to determine what differences might exist in the attitudes of teachers and principals toward the supervisory techniques and procedures employed.

Conclusions

Part I

Four important rank order correlations were obtained from Part I of the questionnaire.

1. Items 1-20 were ranked for both potential and actual value on the basis of teacher responses. A correlation of .86 was obtained.
2. Items 1-20 were ranked for both potential and actual value on the basis of principal responses. The Rho in this instance was .86.
3. Items 1-20 were ranked for potential value only by teachers and by principals. A correlation of .61 was obtained.

4. Items 1-20 were ranked for actual value only by teachers and principals. These rankings produced a .74 correlation.

These four correlations are all significant at the .01 level of probability.

It can be concluded from these correlations that:

1. Teachers had much the same attitudes toward the value of items 1-20 whether they were considering their potential value or their actual value; i.e. items which teachers rated high or low potentially, also rated high or low in actual practice.
2. Principals, too, had similar attitudes toward the value of items 1-20 whether they were considering their potential value or their actual value. Items which tended to rate high or low in potential value to principals were also rated high or low in actual value.
3. Teachers and principals may be more agreed when considering the actual value of items 1-20 than they were when considering their potential value; the potential value correlation being .61 and the actual value correlation being .74.

Other important findings from Part I were:

4. Items 19, 9, 1, 11, and 8 were ranked by teachers in the five highest positions respectively in terms of potential value for instructional improvement.

5. Items 9, 19, 16, 12, and 8 were ranked by principals in the five highest positions respectively in terms of potential value with the exception that items 19 and 16 were ranked 2.5.
6. Teachers and principals were agreed that items 4, 13, 5 and 17 held little value for the improvement of instruction. This attitude prevailed for both groups on both the potential value scale and actual value scale.

Further study of the items ranked in the first five places reveals that teachers want opportunities to focus attention on their own instructional needs and interests. An important attitude to be noted concerning teachers is their recognition that instructional improvement is dependent upon many persons; that the teacher or principal alone cannot bring about the desired degree of professional growth. Teachers' comments on Item 33 also substantiate this belief.

In analyzing why teachers' attitudes were so negative toward items 4, 13, 5, 17 the absence of an intimate, personal working relationship with persons whom they may feel a respect for, or obligation to, professionally, is apparent. Another characteristic of teachers' choices in this case is the far too "generalized approach" offered by Items 4, 13, and 17; that is, these techniques do not offer the "specific" help which teachers so often seek.

7. Major differences in teachers' attitudes were discovered between the potential value and actual value of items 20, 16, 12, and 3. Items 20 and 16 were rated considerably higher in actual value than in potential value and it is difficult, perhaps impossible, to give reasons for this. Items 12 and 3 were given a much lower ranking in actual value than in potential value. It is possible, then, that items 12 and 3 represent techniques in which the principals' leadership efforts are less effective than with other items.
8. Items 16, 3, and 2 were judged by principals to be of considerably lower actual value than potential value. It is interesting to note that the principal-teacher relationship in these three practices may not be as close as in many of the other techniques. Other persons including administrative personnel and other staff members often play key roles in carrying out these activities. Regardless of who assumes leadership roles it is apparent that their efforts are not as effective as they would like them to be.

The following differences were discovered between the attitudes of teachers and principals toward the value of items 1-20.

9. Teachers rated items 20, 18, and 1 much higher potentially than did principals.
10. Principals felt items 12, 16, 6, and 3 held much higher potential value for instructional improvement than did teachers.
11. Teachers rated items 18, 11, and 1 much higher than principals in actual value.
12. Principals ranked items 16, 15, and 12 much higher than teachers in actual value.

It is impossible to obtain through a study of the data exact reasons for the discrepancies reported in findings 7-12 above. The fact that such major discrepancies do exist for so many of the items represents an area for investigation in itself.

Part II

The following conclusions were made based on the responses of teachers and principals to Part II, which obtained items 21-26.

1. Approximately 90 per cent of the teachers preferred their principal to visit on a scheduled basis or unannounced, with their preferences toward the two methods being evenly divided. Less than 9 per cent preferred to have their principals in their rooms only by request.
2. Principals' attitudes were quite similar to teachers' attitudes. Forty per cent of the principals

favored scheduled visitations; $33 \frac{1}{3}$ per cent preferred to visit unannounced.

3. Approximately 61 per cent of the teachers felt they should be visited from one to three times per year if supervisory help was to be adequate; 22 per cent favored their principal visiting four to six times per year.
4. Principals were evenly divided in their opinions as to whether they should visit one to three times or four to six times per year. All principals felt visits to classrooms were necessary to provide adequate supervisory help.
5. Approximately 60 per cent of both teachers and principals felt visitations should last approximately one hour.
6. Approximately 60 per cent of both teachers and principals preferred an oral evaluation following their principal's visit. The other 40 per cent favored a combined oral and written evaluation. Not one teacher or principal preferred a written evaluation alone.
7. Forty-seven per cent of the teachers felt the most desirable time for teacher-principal conferences to be after school, while approximately 30 per cent favored such conferences being held during their free periods.

8. Sixty per cent of the principals favored holding conferences during the teachers' free periods.
9. Over 80 per cent of the teachers and 93 per cent of the principals expressed the opinion that curriculum staff meetings should be held "as needed" rather than on a once per month or six per year basis.

Part III

The following conclusions were drawn from the responses of teachers and principals to items 27-33 of the questionnaire:

10. Teachers did not feel the district-sponsored in-service education program was as valuable as the principals did. Only 28 per cent of the teachers felt this program warranted a positive response (Extremely Valuable or More than Average Value) while over 31 per cent marked the item on the negative side of the scale. (Less than Average Value or Little or No Value).
11. Approximately 53 per cent of the principals felt the district-sponsored in-service program merited a positive response (Extremely Valuable or More than Average Value). Only one of the 15 principals felt the efforts in this area, however, worthy enough to mark the item "Extremely Valuable".

12. Approximately 65 per cent of the teachers felt their principals were making more than average effort to improve instruction and of this 65 per cent nearly 20 per cent indicated their principals were expending great effort. Teachers, in fact, were of the opinion that principals' efforts were greater than the principals felt they were.
13. Eleven teachers (12 per cent) stated their principals were making less than average effort to improve the instructional program.
14. Principals were not as helpful to teachers as they believed themselves to be. Forty per cent of the teachers indicated their principals were of average help to them; eight per cent felt their principals were of less than average help; and 15 per cent stated their principals were of little or no help.
15. Principals were quite evenly divided in their opinions about their value to teachers. Forty per cent felt they were of more than average help and approximately 47 per cent indicated they were of average help to teachers in the improvement of instruction.
16. Approximately 71 per cent of the teachers felt their principals possessed sufficient training, experience, and attitudes toward professional growth to be of more than average potential value as a supervisor.

Less than 10 per cent of the teachers marked their principals in the two lowest categories as far as their potential value as a supervisor was concerned. (Less than Average Value or Little or No Value.)

17. Principals placed slightly more importance to the development of a written philosophy of education for individual buildings than did teachers. Approximately 53 per cent of the principals marked this item in the top two categories (Extremely Valuable and More than Average Value) compared to approximately 43 per cent of the teachers.
18. The great majority of teachers felt their principals practiced considerable democratic leadership.
19. Teachers and principals had many comments and suggestions which might be valuable to the planning of future supervisory programs. These were discussed in detail in Chapter IV.

Recommendations

Chapter IV and Chapter V described the attitudes which teachers and principals had toward the supervisory techniques and practices contained in the 33 item questionnaire. Since another purpose of the study was to gain knowledge which would provide more effective planning for future supervisory programs the writer wishes to make the following recommendations:

1. A thorough investigation should be conducted to learn why teachers' attitudes and principals' attitudes differ so widely on many of the items covered in Part I of the questionnaire. It is reasonable to assume that instructional efforts would be more effective if teachers and principals were more generally agreed upon the value of selected practices.
2. Efforts should be made to increase the effectiveness of those practices which teachers rated high in potential value but low in actual practice. This area may represent the most logical place to begin a program aimed at providing more effective supervisory assistance.
3. Since both teachers and principals were agreed that classroom visitation was desired, leadership efforts should be exerted to improve the effectiveness of the technique as a supervisory practice. In-service education opportunities should be offered principals, the purposes of which would be to help principals gain greater competencies in properly evaluating teaching and developing greater skills in conducting follow-up conferences. Principals, in turn, should help teachers to accept the responsibilities which they surely have if the classroom visitation technique is to be of maximum value.

4. Principals should include in the supervisory program plans to visit new teachers from four to six times per year and returning teachers who have demonstrated competency from one to three times yearly. Another major recommendation pertaining to visitation is that both the principals and teachers should remain alert to possible pupil or teacher problems which might be helped by visitation beyond the minimum recommendation made above.
5. Principals should arrange visits in such a way that the lesson may be viewed from its introduction to its logical culmination. In most cases a visit of approximately one hour would permit this to be done.
6. Every visitation should be followed by a teacher-principal conference. Sixty per cent of the sample group preferred an oral evaluation only. The writer believes, however, that many principals have not utilized the combination written-oral evaluation technique. The recommendation is made, therefore, that principals investigate with their staffs the worthwhileness of this method for more effective leadership.
7. Nearly half of the teachers favored individual conferences being held after school. The writer wishes to recommend that such conferences be held, in so far as possible, at the teacher's convenience.

In all cases, however, the conferences should be held at such times that interruptions will not occur and neither party will feel "rushed".

8. Building curriculum meetings should be held as needed. Teachers should play an active role in the planning, conducting and evaluating of building curriculum meetings. It is quite possible that the principal will need to offer effective leadership in helping teachers to see a "need" for such meetings.
9. The district-sponsored in-service education programs of the two districts should be carefully evaluated and the necessary changes incorporated to bring about greater degrees of helpfulness to teachers. Considerable time has been taken for these programs. The low actual value ranking assigned by teachers merits a thorough investigation.
10. Special in-service education opportunities for principals should be initiated directed toward improving their leadership abilities. Teachers are greatly dependent upon their principals for leadership, yet many indicated the help they were receiving from principals was of only average or even less than average value. Numerous factors may contribute to this situation, some of which may be out of the control of principals. The

evidence is ample, however, to warrant research which will lead to the improvement of principals' effectiveness. Superintendents should take an active role in such research in that principals look to their superiors for guidance and leadership.

11. Teachers who aspire to future administrative and supervisory positions and, who by nature of their personal and professional qualifications, are qualified, should be given opportunities to develop their leadership abilities. The majority of the buildings in the two districts have sufficient enrollments to warrant the consideration of the appointment of a part-time assistant principal, thereby releasing the principal for more supervisory opportunities. This recommendation, coupled with an active in-service education program designed especially for supervisory personnel, possesses great potential for increasing the effectiveness of the instructional program.

Needed Research

1. Teachers expressed considerable negative feeling toward principals' effectiveness. Since principals are often placed in supervisory and administrative positions with a minimum of preparation research is needed to determine what teacher-education institutions can do to help principals become effective supervisors.
2. The average age of teachers participating in this study was 40 years. It is often said that older teachers resist new techniques. Research is needed to learn what relationship, if any, exists between the length of teaching experience and the attitudes which teachers have toward changes in educational methods and toward persons in supervisory positions.
3. Since effective supervision is dependent upon good rapport studies should be conducted to determine those personal qualifications of principals which are most likely to foster inter-personal relations conducive to better teaching.
4. Similarly, a knowledge of the professional activities of highly-competent principals would be helpful to those responsible for training future administrators and would be of value to superintendents in the selection of principals.

5. Data available from the study does not reveal why teachers rated items 1-20 as they did. Research which might reveal the criteria which teachers used to rate practices for potential value and actual value would be extremely valuable to the planning of future supervisory programs.
6. Teachers may not realize the kinds of help they need to improve instruction and to help children develop toward maturity. It is very possible, also, that the help offered by principals to teachers is ineffectual because it is not directed toward helping teachers help children develop. Research is needed to discover the true needs of classroom teachers; only by seeing this objective clearly can educators improve the quality of instruction.

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APPENDIXES

APPENDIX A

Introductory Letter and Reply Card

6129 Granada
Mission, Kansas

Dear Fellow Teacher:

I am writing to ask for your assistance in a study which I am undertaking to fulfill a requirement for the Degree of Doctor of Education at the University of Kansas. My work is under the direction of my advisory committee, with Dr. John Nicholson as chairman.

You are one of over one hundred randomly chosen persons in selected districts asked to complete a questionnaire dealing with supervisory techniques employed by elementary principals which are designed to improve instruction. I wish to assure you that all respondents will remain completely anonymous. Absolutely no attempt will be made to link individuals with returned questionnaires, schools, or districts.

The questionnaire to be mailed you will require only 15-20 minutes to complete. The study has been approved by the superintendents of the districts involved.

Will you be so kind as to check the enclosed self-addressed card and return it to me immediately?

Sincerely,

Dear Charles:

- Yes, I will participate in your study.
- No, I will be unable to participate in your study.

APPENDIX B

**Teachers' Questionnaire Blank
and Raw Scores Items 1-20**

TEACHERS' QUESTIONNAIRE

Dear Colleague:

Allow me to thank you in the beginning for consenting to fill out enclosed questionnaire. Your immediate attention to its completion will be greatly appreciated as I hope to have all returns in by _____.

As you know from earlier correspondence this is an investigation how teachers view the activities of building principals which are signed to improve instruction.

It is hoped that you will NOT think of (1) activities of the superintendent or special supervisors or (2) the routine organizational or administrative aspects of some staff meetings, or (3) meetings primarily related to local or state professional association business.

The purposes of the study are relatively simple. They are:

1. To determine the attitudes of teachers toward supervisory methods and procedures commonly employed by their principals.
2. To determine what differences (if any) in attitudes exist between teachers and principals toward the value each group places upon selected supervisory practices.

DIRECTIONS

DO NOT PUT YOUR NAME ON THIS PAPER. There is no identification mark on the blank but you may, if you wish, exchange the inventory you now hold with any of your colleagues who might also be participating. There will be no attempt to link individuals with returned questionnaires, schools, or districts.

READ THROUGH THE QUESTIONNAIRE BEFORE YOU BEGIN MARKING. Familiarity with the total content may prove helpful to you.

COMPLETE THE QUESTIONNAIRE ALONE. You were selected as a participant because you met certain criteria. Discussion of the questionnaire with others before you answer will tend to invalidate the study.

SAY WHAT YOU REALLY THINK. Research supports the theory that complete honesty leads to better understanding among teachers and principals and can result in more effective supervision. We all want this.

ANSWER ALL THE QUESTIONS. Your opinion concerning each of the points covered is desired.

PART I

Elementary principals employ a variety of methods and techniques designed to improve instruction. Twenty such practices are listed below.

In the column to the left of the statements you are to mark your estimate of the potential value of each practice as a means of improving instruction. In other words what is the value of each particular practice under optimum conditions?

In the column to the right you are merely to check the space which best represents your opinion of the actual value of each practice as it has been or is presently being offered.

Please treat the columns independently, i.e., you need not have been a part of a certain practice to consider its potential value.

Potential Value

Extremely Valuable	More than Average Value	Average Value	Less than Average Value	Little or No Value
--------------------	-------------------------	---------------	-------------------------	--------------------

The numbers in the columns below indicate how teachers responded to the individual items.
(N = 92)

Actual Value to me

Extremely Valuable	More than Average Value	Average Value	Less than Average Value	Little or No Value
--------------------	-------------------------	---------------	-------------------------	--------------------

S T A T E M E N T S

43	34	13	1	1
----	----	----	---	---

Attendance at Orientation Week meetings at which instructional practices are discussed.

16	23	34	14	5
----	----	----	----	---

23	35	31	1	2
----	----	----	---	---

Attendance at In-Service education meetings sponsored by the local district, at which instructional practices are discussed.

7	14	39	22	10
---	----	----	----	----

16	44	25	5	2
----	----	----	---	---

Attendance at district sponsored workshops in which discussion of instructional practices is concentrated into 1, 2, or 3 days.

4	26	36	21	5
---	----	----	----	---

4	12	42	18	16
---	----	----	----	----

Assigning teachers to attend discussions of certain topics at conventions.

1	4	26	18	43
---	---	----	----	----

Potential Value

Extremely Valuable	More than Average Value	Average Value	Less than Average Value	Little or No Value
--------------------	-------------------------	---------------	-------------------------	--------------------

110.

Actual Value to Me

Extremely Valuable	More than Average Value	Average Value	Less than Average Value	Little or No Value
--------------------	-------------------------	---------------	-------------------------	--------------------

S T A T E M E N T S

7	16	46	15	8
---	----	----	----	---

Providing time at staff meetings to hear follow up reports from teachers who have attended professional meetings.

2	7	34	30	19
---	---	----	----	----

27	37	16	9	3
----	----	----	---	---

Having teachers make a list of their problems for use by the staff in planning staff meetings.

13	22	27	17	13
----	----	----	----	----

23	47	19	3	0
----	----	----	---	---

Staff meetings concerning curriculum problems involving the entire faculty and utilizing either the principal or other staff members as group leaders. (Curriculum staff meetings are those in which instruction is stressed as opposed to the handling of administrative business.)

8	34	30	16	4
---	----	----	----	---

33	35	20	4	0
----	----	----	---	---

Staff meetings concerning curriculum problems involving the entire faculty but utilizing outside resource people (consultants, college professors, etc.) as group leaders.

12	28	35	7	10
----	----	----	---	----

54	26	8	3	1
----	----	---	---	---

Small group meetings such as grade level meetings to discuss mutual interests and problems pertaining to instruction.

26	34	18	7	7
----	----	----	---	---

27	28	25	9	3
----	----	----	---	---

Offering teaching suggestions through the use of a well-written, periodic professional bulletin dealing with instruction. Such a bulletin may be written locally or by outside personnel.

10	18	27	21	16
----	----	----	----	----

37	42	13	0	0
----	----	----	---	---

Conducting occasional meetings to introduce and explain new teaching aids such as books, tests, instructional games, etc.

17	31	29	8	7
----	----	----	---	---

20	38	25	6	3
----	----	----	---	---

Planning and working with teachers in post school, pre-school, or summer workshops.

4	26	38	15	9
---	----	----	----	---

Potential Value

111

Actual Value to Me

Extremely Valuable
More than Average Value
Average Value
Less than Average Value
Little or No Value

Extremely Valuable
More than Average Value
Average Value
Less than Average Value
Little or No Value

S T A T E M E N T S

16	19	41	13	3
----	----	----	----	---

Holding individual conferences to encourage and advise teachers in selection of extension or summer course work.

3	8	26	29	26
---	---	----	----	----

34	29	22	5	2
----	----	----	---	---

Classroom visitation followed by teacher-principal conference, to discuss the teaching-learning situation.

10	20	30	14	18
----	----	----	----	----

30	25	28	5	4
----	----	----	---	---

Teacher-principal conference for the purpose of discussing administrative matters which may have a bearing on the effectiveness of the instructional program, (discussing matters of classroom management, the daily schedule, handling of routine duties, etc.)

4	27	39	9	13
---	----	----	---	----

31	30	22	6	3
----	----	----	---	---

Providing opportunity for inter-visitation of teachers followed by teacher-teacher or teacher-principal conference to discuss the teaching-learning situation.

9	18	19	9	27
---	----	----	---	----

7	30	38	12	5
---	----	----	----	---

Providing direction and guidance in reading and studying professional literature.

0	12	36	27	17
---	----	----	----	----

35	28	21	7	1
----	----	----	---	---

Providing assistance in developing greater understanding of all class members through cooperative study of school records, assistance with difficult parent conferences, etc.

16	25	30	13	8
----	----	----	----	---

52	31	9	0	0
----	----	---	---	---

Providing opportunities for special resource people (art coordinator, elementary supervisor, etc.) to lend individual help to teachers.

25	37	20	4	6
----	----	----	---	---

36	31	17	6	2
----	----	----	---	---

Providing opportunity for the teacher to view the principal or another resource person teach a "demonstration lesson" to be followed by a conference.

9	21	26	19	17
---	----	----	----	----

PART II

Please give your opinion to the following questions by checking (✓) one response under each question. Feel free to comment in the space provided if you so desire.

21. What arrangements for visitation do you prefer?
- () only by request of the teacher.
 () unannounced visitation (principal to drop in any time he wishes.)
 () scheduled (dates arranged in advance with teacher's knowledge).
 Comments, suggestions, etc. _____
-
22. How many times per year do you feel the principal should visit if he is to provide teachers adequate supervisory help?
- () no visits necessary.
 () one to three times.
 () four to six times.
 Comments, suggestions, etc. _____
-
23. How long do you feel the principal should stay in order to evaluate accurately a teaching-learning situation?
- () only a few minutes.
 () approximately one hour.
 () at least one-half day.
 Comments, suggestions, etc. _____
-
24. Assuming each visit is followed by an attempt at some type of evaluation which of the following methods do you prefer?
- () an oral discussion between teacher and principal.
 () a written evaluation only, which the teacher may keep.
 () a combination of the above, i.e., a written evaluation, which the teacher may keep, as well as oral discussion.
 Comments, suggestions, etc. _____
-

25. When do you prefer to have individual conferences with your principal?

before school.

during my "free" periods of the day, (music, P.E., etc.)

after school.

Comments, suggestions, etc. _____

26. How often do you feel staff meetings concerning curriculum problems should be held?

once per month.

six per year.

as needed at the discretion of the principal and/or a selected committee.

Comments, suggestions, etc. _____

PART III

27. Check () on the scale below your estimate of the value of the district-sponsored in-service education program.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
little or no value	less than average value	average value	more than average value	extremely valuable

28. Check () on the scale below the effort you feel your principal has made or is presently making to improve the instructional program of your school.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
little or no effort	less than average effort	average effort	more than average effort	great effort

29. Check () on the scale below the help you have or are presently receiving from your principal in the improvement of instruction.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
little or no help	less than average help	average help	more than average help	extremely valuable

30. In view of your principals experience, training and attitude toward professional growth check (✓) on the scale below your estimate of his potential service as a supervisor.

()	()	()	()	()
little or no value	less than average value	average value	more than average value	extremely valuable

31. Check (✓) on the scale below your estimate of the value of a written philosophy of education for your building.

()	()	()	()	()
little or no value	less than average value	average value	more than average value	extremely valuable

32. Is your principal autocratic or democratic in his actions as he works for the improvement of instruction? Indicate by an X on the scale below the relative position of his actions.

autocratic		democratic

33. What additional practices, techniques, methods, etc. would you suggest to improve instruction? _____

Please place your questionnaire in the enclosed self-addressed envelope and return within five days.

Again, my sincere thanks for your help.

Respectfully,

Charles F. Malone

Charles F. Malone

APPENDIX C

Principals' Questionnaire Blank
and Raw Scores Items 1-20

Dear Colleague:

Allow me to thank you in the beginning for consenting to fill out the enclosed questionnaire. Your immediate attention to its completion will be greatly appreciated as I hope to have all returns in by Feb 26.

As you know from earlier correspondence this is an investigation of how teachers view the activities of building principals which are assigned to improve instruction.

It is hoped that you will NOT think of (1) activities of the superintendent or special supervisors or (2) the routine organizational or administrative aspects of some staff meetings, or (3) meetings primarily related to local or state professional association business.

The purposes of the study are relatively simple. They are:

1. To determine the attitudes of teachers toward supervisory methods and procedures commonly employed by their principals.
2. To determine what differences (if any) in attitudes exist between teachers and principals toward the value each group places upon selected supervisory practices.

DIRECTIONS

DO NOT PUT YOUR NAME ON THIS PAPER. There is no identification mark on the blank but you may, if you wish, exchange the inventory you now hold with any of your colleagues who might also be participating. There will be no attempt to link individuals with returned questionnaires, schools, or districts.

READ THROUGH THE QUESTIONNAIRE BEFORE YOU BEGIN MARKING. Familiarity with the total content may prove helpful to you.

COMPLETE THE QUESTIONNAIRE ALONE. You were selected as a participant because you met certain criteria. Discussion of the questionnaire with others before you answer will tend to invalidate the study.

SAY WHAT YOU REALLY THINK. Research supports the theory that complete honesty leads to better understanding among teachers and principals and can result in more effective supervision. We all want this.

ANSWER ALL THE QUESTIONS. Your opinion concerning each of the points covered is desired.

PART I

Elementary principals employ a variety of methods and techniques designed to improve instruction. Twenty such practices are listed below.

In the column to the left of the statements you are to mark your estimate of the potential value of each practice as a means of improving instruction. In other words what is the value of each particular practice under optimum conditions?

In the column to the right you are merely to check the space which best represents your opinion of the actual value of each practice as it has been or is presently being offered.

Please treat the columns independently, i.e., you need not have been a part of a certain practice to consider its potential value.

Potential Value

Extremely Valuable	More than Average Value	Average Value	Less than Average Value	Little or No Value
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The numbers in the columns below indicate how principals responded to the individual items. (N = 15)

Actual Value to me

Extremely Valuable	More than Average Value	Average Value	Less than Average Value	Little or No Value
--------------------	-------------------------	---------------	-------------------------	--------------------

S T A T E M E N T S

4	5	4	2	0
---	---	---	---	---

Attendance at Orientation Week meetings at which instructional practices are discussed.

2	5	4	4	0
---	---	---	---	---

3	10	2	0	0
---	----	---	---	---

Attendance at In-Service education meetings sponsored by the local district, at which instructional practices are discussed.

0	6	7	2	0
---	---	---	---	---

5	7	2	1	0
---	---	---	---	---

Attendance at district sponsored workshops in which discussion of instructional practices is concentrated into 1, 2, or 3 days.

2	4	6	2	1
---	---	---	---	---

1	2	8	3	1
---	---	---	---	---

Assigning teachers to attend discussions of certain topics at conventions.

1	1	2	7	4
---	---	---	---	---

Potential Value

Extremely Valuable
More than Average Value
Average Value
Less than Average Value
Little or No Value

Extremely Valuable
More than Average Value
Average Value
Less than Average Value
Little or No Value

S T A T E M E N T S

2 0 10 3 0

Providing time at staff meetings to hear follow up reports from teachers who have attended professional meetings.

0 2 6 4 3

6 6 3 0 0

Having teachers make a list of their problems for use by the staff in planning staff meetings.

0 9 5 0 1

6 5 3 1 0

Staff meetings concerning curriculum problems involving the entire faculty and utilizing either the principal or other staff members as group leaders. (Curriculum staff meetings are those in which instruction is stressed as opposed to the handling of administrative business.)

0 9 5 1 0

6 7 2 0 0

Staff meetings concerning curriculum problems involving the entire faculty but utilizing outside resource people (consultants, college professors, etc.) as group leaders.

2 6 4 3 0

11 3 1 0 0

Small group meetings such as grade level meetings to discuss mutual interests and problems pertaining to instruction.

6 7 2 0 0

2 4 8 0 1

Offering teaching suggestions through the use of a well-written, periodic professional bulletin dealing with instruction. Such a bulletin may be written locally or by outside personnel.

1 2 6 5 1

3 11 1 0 0

Conducting occasional meetings to introduce and explain new teaching aids such as books, tests, instructional games, etc.

0 8 4 3 0

7 7 1 0 0

Planning and working with teachers in post school, pre-school, or summer workshops.

1 7 6 1 0

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In the column to the right you are merely to check the space which best represents your opinion of the actual value of each practice as it has been or is presently being offered.

Please treat the columns independently, i.e., you need not have been a part of a certain practice to consider its potential value.

Potential Value

Extremely Valuable
More than Average Value
Average Value
Less than Average Value
Little or No Value

The numbers in the columns below indicate how principals responded to the individual items. (N = 15)

Actual Value to me

Extremely Valuable
More than Average Value
Average Value
Less than Average Value
Little or No Value

S T A T E M E N T S

4	5	4	2	0
---	---	---	---	---

Attendance at Orientation Week meetings at which instructional practices are discussed.

2	5	4	4	0
---	---	---	---	---

3	10	2	0	0
---	----	---	---	---

Attendance at In-Service education meetings sponsored by the local district, at which instructional practices are discussed.

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---	---	---	---	---

5	7	2	1	0
---	---	---	---	---

Attendance at district sponsored workshops in which discussion of instructional practices is concentrated into 1, 2, or 3 days.

2	4	6	2	1
---	---	---	---	---

1	2	8	3	1
---	---	---	---	---

Assigning teachers to attend discussions of certain topics at conventions.

1	1	2	7	4
---	---	---	---	---

Potential Value

Actual Value to Me

Extremely Valuable
More than Average Value
Average Value
Less than Average Value
Little or No Value

Extremely Valuable
More than Average Value
Average Value
Less than Average Value
Little or No Value

S T A T E M E N T S

1 5 7 1 1

Holding individual conferences to encourage and advise teachers in selection of extension or summer course work.

0 1 6 6 2

5 5 5 0 0

Classroom visitation followed by teacher-principal conference, to discuss the teaching-learning situation.

1 5 7 2 0

2 1 1 1 0

Teacher-principal conference for the purpose of discussing administrative matters which may have a bearing on the effectiveness of the instructional program, (discussing matters of classroom management, the daily schedule, handling of routine duties, etc.)

0 9 5 1 0

9 4 2 0 0

Providing opportunity for inter-visitation of teachers followed by teacher-teacher or teacher-principal conference to discuss the teaching-learning situation.

3 5 3 3 1

2 4 6 2 1

Providing direction and guidance in reading and studying professional literature.

0 2 6 5 2

1 1 0 3 1 0

Providing assistance in developing greater understanding of all class members through cooperative study of school records, assistance with difficult parent conferences, etc.

0 5 8 2 0

8 6 1 0 0

Providing opportunities for special resource people (art coordinator, elementary supervisor, etc.) to lend individual help to teachers.

1 1 3 0 0

3 7 4 1 0

Providing opportunity for the teacher to view the principal or another resource person teach a "demonstration lesson" to be followed by a conference.

2 5 3 3 2

PART II

Please give your opinion to the following questions by checking (✓) one response under each question. Feel free to comment in the space provided if you so desire.

21. What arrangements for visitation do you prefer?

- () only by request of the teacher.
 () unannounced visitation (principal to drop in any time he wishes.)
 () scheduled (dates arranged in advance with teacher's knowledge).
 Comments, suggestions, etc. _____

22. How many times per year do you feel the principal should visit if he is to provide teachers adequate supervisory help?

- () no visits necessary.
 () one to three times.
 () four to six times.

Comments, suggestions, etc. _____

23. How long do you feel the principal should stay in order to evaluate accurately a teaching-learning situation?

- () only a few minutes.
 () approximately one hour.
 () at least one-half day.

Comments, suggestions, etc. _____

24. Assuming each visit is followed by an attempt at some type of evaluation which of the following methods do you prefer?

- () an oral discussion between teacher and principal.
 () a written evaluation only, which the teacher may keep.
 () a combination of the above, i.e., a written evaluation, which the teacher may keep, as well as oral discussion.

Comments, suggestions, etc. _____

25. When do you prefer to have individual conferences with teachers?

before school.

during their "free" periods of the day, (music, P.E., etc.)

after school.

Comments, suggestions, etc. _____

26. How often do you feel staff meetings concerning curriculum problems should be held?

once per month.

six per year.

as needed at the discretion of the principal and/or a selected committee.

Comments, suggestions, etc. _____

PART III

27. Check (✓) on the scale below your estimate of the value of the district-sponsored in-service education program.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
little or no value	less than average value	average value	more than average value	extremely valuable

28. Check (✓) on the scale below the effort you feel you, as principal, have made or are presently making to improve the instructional program of your school.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
little or no effort	less than average effort	average effort	more than average effort	great effort

29. Check (✓) on the scale below the help you have given or are presently giving your teachers in the improvement of instruction.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
little or no help	less than average help	average help	more than average help	extremely valuable

30. In view of your experience, training and attitude toward professional growth check (✓) on the scale below your estimate of your potential service as a supervisor.

()	()	()	()	()
little or no value	less than average value	average value	more than average value	extremely valuable

31. Check (✓) on the scale below your estimate of the value of a written philosophy of education for your building.

()	()	()	()	()
little or no value	less than average value	average value	more than average value	extremely valuable

32. Are you, as principal, autocratic or democratic in your actions as you work for the improvement of instruction? Indicate by an X on the scale below the relative position of your actions.

autocratic

democratic

33. What additional practices, techniques, methods, etc. would you suggest to improve instruction? _____

Please place your questionnaire in the enclosed self-addressed envelope and return within five days.

Again, my sincere thanks for your help.

Respectfully,

Charles F. Malone

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