

A STUDY OF THE RELATIONSHIP BETWEEN THE CLIMATE  
OF THE ELEMENTARY SCHOOL AND THE CLINICAL  
SUPERVISORY PRACTICES OF THE ELEMENTARY  
SCHOOL PRINCIPAL

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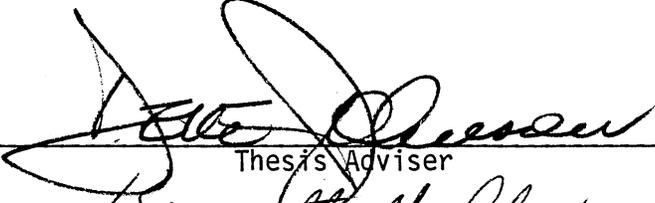
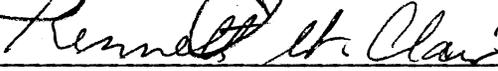
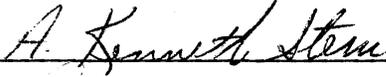
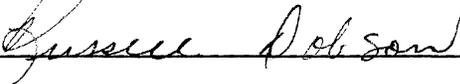
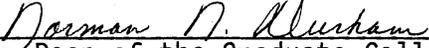
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## TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM AND ITS SETTING . . . . .	1
Introduction . . . . .	1
Significance of the Study. . . . .	4
Statement of the Problem . . . . .	4
Definition of Terms. . . . .	5
Terms Related to Organizational Climate . . . . .	5
Terms Related to Clinical Supervision . . . . .	7
Limitations of the Study . . . . .	7
Substantive Assumptions. . . . .	8
Summary. . . . .	9
II. REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK . . . . .	10
Introduction . . . . .	10
Clinical Supervision . . . . .	10
Organizational Climate . . . . .	15
A Rationale. . . . .	19
Statement of Hypotheses. . . . .	19
Summary. . . . .	21
III. METHODOLOGY . . . . .	22
Introduction . . . . .	22
Research Design. . . . .	22
Population Description . . . . .	22
Procedure. . . . .	26
Instrumentation. . . . .	27
<u>Organizational Climate Description Questionnaire</u> ( <u>OCDQ</u> ). . . . .	29
<u>Shinn's Clinical Supervisory Behavior Questionnaire</u> ( <u>SCSBQ</u> ). . . . .	30
Data Analysis Procedure. . . . .	32
Summary. . . . .	32
IV. PRESENTATION AND ANALYSIS OF DATA . . . . .	35
Introduction . . . . .	35
Testing the Hypotheses . . . . .	35
Summary. . . . .	41

Chapter	Page
V. FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS . . . . .	42
Introduction . . . . .	42
Findings . . . . .	42
Implications . . . . .	45
Recommendations. . . . .	46
A SELECTED BIBLIOGRAPHY. . . . .	49
APPENDIXES . . . . .	52
APPENDIX A - CORRESPONDENCE . . . . .	53
APPENDIX B - QUESTIONNAIRE. . . . .	57

LIST OF TABLES

Table	Page
I. Summary Data for Selected School Characteristics . . . . .	24
II. Summary Data for the 45 School Response Data . . . . .	28
III. Summary Data for Building Scores and Ranges Regarding <u>SCSBQ</u> Mean and Median Scores and <u>OCDQ</u> Subtest Scores by Building . . . . .	33
IV. Outcomes Related to Hypotheses . . . . .	40

## CHAPTER I

### THE PROBLEM AND ITS SETTING

#### Introduction

Much research has been generated concerning the ramifications of organizational climate as it relates to the improvements in the learning environment. At the same time, much has been developed with regard to the concern for the effective use of clinical supervisory techniques. At this point, it seems appropriate to pose a question which would address the relationship (and importance of such a relationship) between these two areas of educational research. In short, what relationship does exist between the perceived climate of the school organization and the perceived manner by which the supervisor interacts with those he supervises?

Sergiovanni and Starrat (1983) stated that climate is a necessary link between organizational structure and teacher attitude, and teacher attitude and personal/professional behavior. They added that supervisors are interested because of the link that exists between leadership assumptions, characteristics and behaviors, and school climate.

The role of the elementary principal tends to shape the school's climate. Halpin and Croft (1963) found that it was the behavior (the extent to which the principal was seen as aloof, a hard worker, a

close supervisor, a considerate person) of the elementary school principal which, in large measure, determined the climate of the school. George and Bishop (1971) found that formal structural characteristics of the schools they studied influenced how teachers perceived their respective school's climate. The role of the supervisor and the climate of the school environment has been shown to be linked to leader behavior, teacher job satisfaction, and teacher job performance. Additionally, Litwin and Stringer (1968), in a more direct investigation of leader behavior and organizational climate, found that by stimulating three distinct organizations by varying the leadership characteristics in each, three distinct organizational climate patterns were observed.

Much of the literature on supervision tends to emphasize either (or some combination of) the organizational and behavioral aspects of general supervision or the educational program administration aspects of general supervision (Sergiovanni and Starrat, 1983). According to Sergiovanni and Starrat (1983), the strong emphasis one finds in the literature on general supervision is related in part to the decline of interest in classroom supervision by scholars and practitioners. They go on to state that the present state of classroom supervision can be attributed to faulty ideology and faulty technology. They stated that the dominant ideologies in supervision are human relations and scientific management, and that the "human relations" negatively affects the classroom because of its "hands off, laissez-faire" approach regarding how the principal was to be involved in the educational activities of teaching (p. 290). Cogan (1973) has made the clinical supervision distinction and has cited two specific purposes of this

form of supervisory technique: first, developing an in-class system of supervision that will lead to significant improvement in the teacher's classroom performance, and second, to establish in-class supervision as a necessary complement to out-of-class, or general, supervision. Goldhammer (1969, p. 54), along the same line, in speaking of the area of clinical supervision, spoke of "face-to-face" relationships between supervisor and teachers which specifically implied close-up supervision. Sergiovanni and Starrat (1983) suggested that a one-to-one correspondence exists between improving classroom instruction and increasing professional growth, and for that reason, the concepts of clinical supervision and staff development are inseparable activities.

At the same time, staff development has been directly linked to the mood or morale of the organization or the climate in the organization. Halpin (1959), in discussing the climate of the school, suggested that faculty members are affected (in terms of their personal/professional behavior and attitude) by the organizational climate of their respective buildings. This affective concept, which Halpin and Croft (1963, p. 4) referred to as "the personality or individuality of the school," is that feeling or mood which permeates the atmosphere of the educational environment and affects the behavior of the staff members as well as other participants in the environment. It is this "individuality" that we are concerned with in terms of its nature/characteristics being acted upon and determined by the use of clinical supervisory behaviors. Inquiry into organizational climate has been conducted on the basis of determining whether certain kinds of

climates were found in schools with principals/supervisors having certain kinds of behavioral characteristics (Halpin, 1959).

Cross (1979) found that a connection existed between principal/supervisor behavior (which he defined as leadership style) and organizational climate (in this case, defined as teacher performance and school innovativeness, with a strong relationship between principal/supervisor style and school innovativeness being shown).

### Significance of the Study

Organizational climate has become an accepted part of the theory of organizations. Likewise, the literature is full of comments and research efforts regarding clinical supervision. The significance of this study resides in the establishment of data that would show a relationship between characteristics of organizational climates and the specific clinical supervisory behaviors of the building principal. This would be an important first step in establishing a link between climate and clinical supervision.

### Statement of the Problem

Organizational climate in elementary schools has been identified through such instruments as the Organizational Climate Description Questionnaire (OCDQ). At the same time, teacher perceptions of the clinical supervisory behavior of the building principal have been solicited through instruments such as Shinn's Clinical Supervisory Behavior Questionnaire (SCSBQ). The purpose of this study has been to investigate the relationship between the organizational climate and clinical supervisory practices of the elementary school principal.

Specifically, was there a relationship between the climate characteristics of the elementary school and the techniques used by the building principal in supervising teachers?

## Definition of Terms

### Terms Related to Organizational Climate

#### Aloofness:

Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He 'goes by the book' and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself--at least, 'emotionally'--at a distance from his staff (Halpin, 1966, p. 150).

Climate: The mood or personality of an elementary school building that one senses by observing the verbal and non-verbal interactions of the school personnel: teachers, students, principals, etc.

Climate Profile Scores (OCDQ): Raw scores from the eight subtest areas which have been normatively and impassively standardized based upon a mean score of 50 and a standard deviation of 10.

Consideration: "Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers 'humanly,' to try to do a little something extra for them in human terms" (Halpin, 1966, p. 150).

#### Disengagement:

Disengagement refers to the teachers' tendency to be 'not with it.' This dimension describes a group which is 'going through the motions,' a group that is 'not in gear' with respect to the task at hand. In short, this subtest focuses upon the teachers' behavior in a task-oriented situation (Halpin, 1966, p. 150).

Espirit: "Espirit refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job" (Halpin, 1966, p. 150).

Hindrance:

Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary 'busywork.' The teachers perceive that the principal is hindering rather than facilitating their work (Halpin, 1966, p. 150).

Intimacy: "Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment" (Halpin, 1966, p. 150).

Organizational Climate Description Questionnaire (OCDQ): A questionnaire developed by Halpin and Croft (1963) consisting of 69 Likert-scale items used to identify teacher perceptions related to organizational climate. Eight subtest scores are derived in two categories--teacher behavior and principal behavior. The four subtests related to teacher behavior are: esprit, thrust, hindrance, and aloofness. Those related to principal behavior are: consideration, thrust, aloofness, and production emphasis.

Openness: A characteristic of an elementary school climate computed from the OCDQ by treating these subtest scores in the following fashion: Espirit plus Thrust minus Disengagement. The score then produced gives a relative indicator of the elementary school's overall open or closed climate.

### Production Emphasis:

Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a 'straw boss.' His communication tends to go in only one direction, and he is not sensitive to feedback from the staff (Halpin, 1966, p. 151).

### Thrust:

Thrust refers to behavior by the principal which is characterized by his evident effort in trying to 'move the organization.' Thrust behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers (Halpin, 1966, p. 151).

## Terms Related to Clinical Supervision

Clinical Supervision: This is the fact-to-face interaction between teacher and supervisor whereby data is detailed from observation with the purpose being a joint pursuit of improvement of instruction.

Shinn's Clinical Supervisory Behavior Questionnaire (SCSBQ):  
Created by James Shinn (1976) at the University of Oregon, Eugene, this instrument contains 32 Likert-scale items used to assess perceptions of teachers regarding the clinical supervisory behaviors of their building principals. Scores on individual questionnaires range from 32 (very low perception that the principal supervises in a clinical manner), to 160 (very high perception that the principal supervises in a clinical manner).

## Limitations of the Study

The limitations of this study were:

1. This study did not attempt or claim to establish a cause and effect relationship between the components of organizational climate (as measured by the OCDQ) and clinical supervisory behaviors (as measured by the SCSBQ).

2. This study did not attempt to generalize beyond the population specifically studied in this research endeavor.

The scope of the study was divided into three segments. They were:

- a. Measurement of organizational climate by use of Halpin's OCDQ.
- b. Measurement of usage of clinical supervisory behaviors by use of the SCSBQ.
- c. Analysis and interpretation of data collected in terms of correlation.

#### Substantive Assumptions

It was the position of this researcher that the elementary educational environment, the elementary school, would to some degree manifest the following characteristics:

1. The building principal would, with or without intention, display behavior that would be perceived by his/her faculty. This behavior would then be assessed by having teachers respond to the OCDQ and the SCSBQ.

2. The use of the OCDQ would capture perceptions of all teachers in the sample with regard to their perceptions of the behavior of their respective principals and organizational climates.

3. The SCSBQ would capture perceptions of all teachers in the sample with regard to their perceptions of whether they felt their principal supervised in a clinical manner.

## Summary

Chapter I has provided the general background for the study, the significance of the study, the problem statement, definition of terms, limitations of the study, and substantive assumptions.

Chapter II includes the review of related literature, the rationale, and the statement of hypotheses directing the study.

Included in Chapter III are the various aspects of the methodology of the study, the research design, the population description procedure, instrumentation, and data analysis procedures.

Chapter IV consists of the presentation and analysis of data.

The findings, implications, and recommendations of the study are included in Chapter V.

## CHAPTER II

### REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

#### Introduction

In his dissertation work, Appleberry (1969) explored how one might go about the business of studying an organization. He related the following guidelines:

1. One could study an entire organization by viewing that organization as a small society.
2. As such, the society would develop observable regularities in the behavior of the people that are due to the social conditions in which they find themselves.

Two influencing conditions found were: (1) the structure of the social relations, and (2) the shared belief that unite members and guide their behavior (Blau and Scott, 1962). The present study was conducted within such a framework.

Presented on the following pages are the frameworks of two concepts: clinical supervision and organizational climate. The rationale for relating these two concepts is then presented, followed by the statement of hypotheses for the study.

#### Clinical Supervision

Clinical supervision was born as a technique in the real world of

professional practice, pioneered by men like Anderson, Cogan, Goldhammer, and others. As real life problems came into existence, procedures were constructed to deal with these problems and to handle them in a cyclical manner of approach. The essential ingredients include the construction of a healthy supervisory climate, a special supervisory mutual support system, and a cycle of supervision made up of conferences, observations of teachers, and data analysis and feedback.

"Clinical" is meant to suggest face-to-face relationships between teacher and supervisor and a focus on the teacher's actual behavior in the classroom. According to Goldhammer (1969), the meaning of "clinical" is complete, given the concepts of close observation, detailed observational data, face-to-face interaction between the supervisor and the teacher, and an intensity of focus that binds the two together in an intimate, professional relationship.

Acheson and Gall (1980) stated that clinical supervision is based on a number of assumptions such as: (1) school curriculum is what teachers do on a day-to-day basis, (2) changes in the curriculum require changes in the behaviors of the teachers, and (3) supervisors are not teachers, but rather colleagues that focus attention on teacher strengths and talents.

Acheson and Gall (1980) stated that "clinical" can connote the idea of pathology, a connotation that should not be applied to the teacher-supervisor relationship. They added that the idea should not be fostered that the supervisor has all the remedies that the teacher will ever need. Rather, Rodgers' (1951, p. 47) concept of "person-oriented counseling" paralleled the idea of teacher-centered supervision strictly from the standpoint that the principal must acknowledge

the teacher as a legitimate colleague in the pursuit of instructional improvement. A trust between the two must be developed and nurtured. Although the clinical supervisor sees the need for teacher evaluation, the primary thrust of clinical supervision is in the area of promotion of professional growth. In the minds of many teachers and administrators, the terms "supervision" and "evaluation" often are thought to be synonymous.

According to Scriven (1965), evaluation can take a number of foci, some of which are compatible with the process of clinical supervision. A distinction is made, however, between formative evaluations and summative evaluations. Typically, the summative evaluations are the most prevalent. Formative would be most compatible with the concept of clinical supervision, as this is the area that, in evaluation, concentrates on ongoing growth and development of the teacher.

A variety of research efforts have been conducted dealing with the concept of clinical supervision. Hoffman (1978) found that teachers and students were receptive to the introduction of data gathering instruments, such as video cameras, into the classroom setting. He also discovered that teachers felt the data feedback was a very helpful part of the clinical process, giving a basis for a relationship between the teacher and the supervisor.

Kerr (1976) found that teachers used feedback data to evaluate instructional processes and for selecting and implementing individualized teaching strategies in their reading programs. Feedback, the idea of sharing what is observed in the classroom with the instructor, is integral to the clinical supervision cycle, and yet, as Turner's (1976) research shows, time spent is a factor. Turner found that the

Goldhammer model of clinical supervision was a workable model with a variety of teaching-learning situations, from individualized instruction to large group lecture/presentation/demonstration. Because of time consumption, supervisory priorities must be assigned early in the process. The investigation by Turner also supported Goldhammer's (1969) emphasis on rapport between supervisors and teachers.

Snider (1978) observed that teachers, regardless of their years in the teaching field, do look for continuous, precise, purposeful feedback from their principal (supervisor), which leads to a further refinement of the principal's supervisory skills. Putnal (1981), however, found that clinical supervision was a process that appeared to be most beneficial to teachers early in their careers. Putnal also described three problem areas with the concept of clinical supervision: (1) the length of time needed (agreeing with Turner) for the cycle of clinical supervision, (2) the length of time necessary to learn how to use clinical techniques, and (3) teacher resistance to observation. It was noted that K-3 teachers may warrant special clinical observation time, due to the number of problems uncovered during this study. Therefore, it is seen that data suggests that teachers look for the feedback (Hoffman, 1978) in the clinical process. The observation part of the cycle can hold some anxieties for the teacher. Here the degree of consideration held by the principal in working to subside those anxieties becomes an important part of the development of teacher-principal rapport mentioned earlier (Turner).

Cook (1976) found that there was evidence to support a relationship between the acceptance of clinical supervisory techniques and being "other-centered." The principal who is seen as being considerate

and non-aloof conveys a non-threatening message of willingness to work in partnership with the teacher. Likewise, this is met, hopefully, with a willingness by the teacher to accept the working-together approach. A concern for the colleague, the "other," is a strong component of the clinical supervision process.

What does previous research have to say about principal leadership behavior and the principal's behavior during the supervision conference? Witt (1977) found that no significant relationship was present between the educational leadership behavior of supervisors and their behavior during the supervisory conference. (It is worthy to note, however, that Witt suggested further study and also suggested that the lack of evidence in her study to support a relationship was probably due to the sample size.) In Witt's study, a close inspection of the administrator's scores indicated that all of the scores fell within a 14 point range, indicating that the administrators in this study were all very similar in supervisory directness, indirectness, consideration, and initiating structure.

If clinical supervision leads to promotion of improvement of relations and instruction, why has the practice not been widespread? Mattaliano (1977) suggested that widespread use of clinical supervision has not come about due to the complexity of the process and the fact that competencies are not clearly defined. Time consumption, the establishing of solid working relationships, and other factors, have been significant hurdles faced by those who would become practitioners of this style of supervision. However, clinical supervision has been shown to be a viable force in the area of instructional behavior. How, then, does it fit with our concern with organizational climate?

Fowler-Finn (1980) gathered investigative data which suggested that ignoring climate factors in the school setting may severely decrease the likelihood of productive clinical supervision. In the following section, such climate factors will be examined.

### Organizational Climate

This section reviews the definition of the organizational climate, the role it plays in the school environment, and a selected review of climate research. Organizational climate, according to Halpin (1966), is a composite grouping of individual tensions, anxieties, pressures, needs, and desires which will inevitably blend together to create the school personality. To a degree, these tensions, pressures, and anxieties are created, acted upon, influenced by the manner in which the principal behaves, and the manner in which supervision becomes part of the school routine. In the following pages, that influence will be noted as the literature which is concerned with climate and the role of the principal is examined.

Owens (1970) stated that the differences between schools can take on such characteristics as: (1) being noisy and "on edge," with the teachers in these environments shouting a great deal; (2) authoritarianism, where the principal places a good deal of emphasis on formality, status, and correctness; and (3) use of appropriate informality. We have seen that in the use of clinical supervisory techniques, the feeling of informality is important in establishing a "co-worker" relationship between teacher and principal. The principal makes the necessary attempt to uncover the needs of the individual teacher with

that teacher, in order to facilitate the goal of professional performance improvement.

Owens (1970) reported evidence that supports the concept that organizational behavior can be seen as a direct function of a dynamic interrelationship between the needs of the group and the needs of the individuals that make up that group. To that end, Getzel and Guba (1957) have shown an interconnection between the nomothetic, or organizational dimension, and the idiographic, or personal, dimensions in the study of organization.

Inquiry into organizational climate has been conducted on the basis of determining whether certain kinds of organizational climates were found in schools with principals having certain leadership characteristics. The point for us here is the link between being socially distant or showing a great deal of understanding or consideration and how those kinds of attributes translate or equate with the abilities of the principal/supervisor to practice clinical supervisory (indirect type) techniques. This sort of speculation, as pondered by Owens (1970), reveals the tendency to view the principal/supervisor as a leader who has significant impact on shaping and maintaining the organizational climate in his school.

In an open climate, are staff members more involved in the process whereby decisions are made? Does the emphasis found in the foundations of clinical supervision regarding continuously meeting and conferring with staff (creating a shared decision-making relationship) have an impact on the climate of the school? Adelson (1972) found that there was a significant relationship between the openness of climate and the teacher's manner of participation in the

decision-making process. The decision-making process in an open climate, one being loosely linked, was seen to be a process where communication flowed in both directions, alleviating anxieties caused by "not knowing" and dispensing with, to a degree, the direct supervisory manner of "not bothering to ask."

In related areas of principal behavior, does the literature tell us anything about relationships between open climates and factors such as principal tenure, principal's educational background, leadership style, and principal intervention? Kelly (1972), using the OCDQ, found that a significant relationship was established between principal's length of service and the incidence of open climates. He also found that the adaptability of schools was related to length of principal tenure. Kragel (1977) found that the degree held by the principal/supervisor did not significantly affect the correlation between dogmatism and organizational climate, although a significant relationship was seen regarding dogmatism and the number of years of experience of the principal.

Was there evidence of teacher perceptions of climates being altered when a change in principal behavior changes? Monk (1980) found that teachers and principals change perception position of climate and leadership behavior, depending on the style of leadership in use. Additionally, principals were inclined (generally) to describe their respective climates as being more open than did their respective certified personnel. Finally, Monk found that as schools were seen to be more and more open, the principals saw themselves as being less and less non-clinical in their supervisory processes.

This was an important aspect of post research, as it pertains directly to the concern of the present study. Again, the link here is the perception of the climate and the manner in which the principal/supervisor behaves during the functioning of that position.

With regard to organizational climate, Steckler (1978) found that the principal's behavior in the disciplinary process may not be significant in terms of whether the principal is perceived by the teacher to be aloof or impersonal. Steckler also found that a principal who feels more need to personally intervene in the disciplinary process is seen by his/her staff to be more of a direct supervisor. Here, directness may be perceived as a lack of concern and confidence by the principal for his colleague, a tack contradictory to the techniques of clinical supervision.

Did the size of the faculty have a significant role in the determination of the climate of the school? Brickner (1971) found that: (1) esprit was the only OCDQ subtest area significantly related to faculty size, and (2) leadership behavior was not significantly related to organizational climate using the LBDQ and the OCDQ. Although Brickner found no significant relationship between leader behavior and climate, his research suggested that those instruments came together to form an arguably unidimensional look at the problem. In a similar study, Albright (1977) found that leadership behavior, effectiveness, and organizational climate were highly correlated. It was from this point that the concern of the study was translated into a focused series of questions leading to the generation of guiding hypotheses.

## A Rationale

Was there a connection when one looked at the behavior of the leader in terms of whether the principal practices the techniques of clinical supervision? When the principal took the time needed to clinically supervise staff; earnestly worked at building rapport with staff members; gathered observational data in an objective, systematic manner; and shared that data in a considerate, consistent manner in post-observation debriefings; was there a trend developing with the climate of the building? Was the use of these clinical supervisory techniques also evident in open, healthy climates? Within the same building, could we find evidence of clinical supervisory behaviors of the principals and high levels of positive, open climate characteristics?

Was there a relationship between the techniques of clinical supervision and the tenure in position of the principal? Was the health of the climate of the elementary school environment related to principal tenure in position?

These were the major questions addressed in searching to see if there did exist a relationship between the frequency of use of clinical supervisory behaviors by the principal and the organizational climate of the elementary school. Following are the major hypotheses which guided that search.

### Statement of Hypotheses

The following major hypotheses were formulated regarding this study:

Ho1. There was no significant correlation between building scores on esprit, as measured by the OCDQ, and frequency of use by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ.

Ho2. There was no significant correlation between building scores on aloofness, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ.

Ho3. There was no significant correlation between building scores on consideration, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ.

Ho4. There was no significant correlation between building scores on disengagement, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ.

Ho5. There was no significant correlation between building scores on hindrance, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ.

Ho6. There was no significant correlation between building scores on production emphasis, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ.

Ho7. There was no significant correlation between building scores on intimacy, as measured by the OCDQ, and frequency of use, by

the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ.

Ho8. There was no significant correlation between building scores on thrust, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ.

Ho9. There was no significant correlation between building scores on openness, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ.

Ho10. There was no significant correlation between building scores on openness, as measured by the OCDQ and tenure in position as principal.

Ho11. There was no significant correlation between tenure in position as principal and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to SCSBQ.

### Summary

In Chapter II we have examined the literature with regard to clinical supervision and the organizational climate of the school setting. From that review, a rationale of approach to the possibilities of a relationship between the two was stated. Finally, the major guideposts, the hypotheses, were formulated and stated. In Chapter III we will examine the method supporting the existence of such a relationship.

## CHAPTER III

### METHODOLOGY

#### Introduction

This chapter deals with the research design, population description, procedure, instrumentation, and data analysis procedures.

#### Research Design

It was the intention of this research to expose evidence which might show a relationship between the organizational climate of the elementary school and the use of clinical supervision techniques by the elementary building principal. A correlational approach was employed.

#### Population Description

This study involved assessing the perceptions of regular elementary classroom teachers only. Geographically, the population focused on Southwest Missouri in the following counties: Barton, Jasper, Newton, and McDonald. Included were the following school systems:

Barton County - Liberal, Missouri Elementary School  
Golden City, Missouri Elementary School  
Lamar, Missouri Elementary School

Jasper County - Carl Junction, Missouri (four elementary schools)  
Avilla, Missouri Elementary School

Jasper County - Jasper, Missouri Elementary School  
 (Continued) Sarcoxie, Missouri Elementary School  
 Carthage, Missouri (six elementary schools)  
 Webb City, Missouri (six elementary schools)  
 Joplin, Missouri (16 elementary schools)

Newton County - East Newton Schools (two elementary schools)  
 Diamond, Missouri Elementary School  
 Westview, Missouri Elementary School  
 Seneca, Missouri Elementary School  
 Neosho, Missouri (six elementary schools)

McDonald County - Anderson, Missouri Elementary School  
 Noel, Missouri Elementary School  
 Pineville, Missouri Elementary School  
 Rocky Comfort, Missouri Elementary School  
 Southwest City, Missouri Elementary School  
 White Rock, Missouri Elementary School

For the purpose of this study, the population and sample were identical. The population consisted of the 55 elementary schools in the four southwestern Missouri counties of Barton, Jasper, Newton, and McDonald. Table I shows data related to the 55 schools in the study.

The 55 schools listed in Table I accounted for a total student population of 15,883 students enrolled during the 1983-84 school term. The total number of regular classroom teachers was 611 for the 1983-84 year. There were an average of 11 regular classroom teachers per building in this population. Principal tenure ranged from 1 year to 31 years, while the mean number of years in this position was 13.

Several considerations were addressed in the limiting of this study to elementary schools inclusively. First, the researcher's experience in teaching and administration was primarily at the elementary level. Second, predominance of usage of the two instruments selected (OCDQ and SCSBQ) was at the elementary level. Secondary supervision responsibilities tend to be delegated to positions other than that of principal (such as assistant principal or department

TABLE I  
SUMMARY DATA FOR SELECTED SCHOOL CHARACTERISTICS

School	Grade Span	Enrollment 1983-84	Regular Classroom Teachers	Principal Tenure (Years)
Liberal	K-7	326	13	12
Golden City	K-6	125	5	7
Lamar	K-6	612	24	12
Carl Junction:				
Primary	K-2	413	16	11
Intermediate	3-6	564	22	7
Waco	4-6	69	3	11
Asbury	K-3	68	3	13
Avilla	K-8	163	7	4
Jasper	K-8	345	14	3
Sarcoxie	K-6	355	14	5
Carthage:				
Fairview	K-6	344	14	11
Pleasant Valley	K-6	190	8	24
Mark Twain	K-6	380	15	28
Eugene Field	K-6	207	8	15
Hawthorne	K-6	195	8	8
Columbian	K-6	362	14	8
Webb City:				
Eugene Field	2-6	338	13	2
Mark Twain	2-6	326	13	17
Carterville	K-6	302	12	16
Alba	K-6	154	6	14
Franklin	K	138	3	11
Webster	1	161	6	11
Joplin:				
Alcott	K-6	165	6	4
Columbia	1-6	266	10	22
Duenweg	K-6	197	8	8
Duquesne	1-6	144	6	8
Eastmoreland	K-6	320	13	19
Emerson	1-6	355	14	26
Irving	1-6	321	13	31
Jefferson	K-6	274	11	4
Kelsey Norman	1-6	234	9	31
Lafayette	K-6	459	18	12
McKinley	K-6	321	13	11
Oakland	K	163	3	3
Royal Heights	1-6	233	9	11
Stapleton	1-6	242	10	18
Washington	1-6	120	5	25
West Central	K-6	295	12	21

TABLE I (Continued)

School	Grade Span	Enrollment 1983-84	Regular Classroom Teachers	Principal Tenure (Years)
East Newton:				
Triway	K-8	446	14	16
Granby	K-8	481	15	5
Diamond	K-6	426	13	28
Westview	K-8	122	5	3
Seneca	K-6	588	23	11
Neosho:				
Benton	K-4	248	10	24
Central	K-4	229	9	31
Field	K-4	239	9	23
Goodman	K-8	362	14	1
Intermediate	5-6	444	17	15
South	K-4	320	13	19
McDonald County:				
Anderson	K-8	588	23	26
Noel	K-8	359	14	1
Pineville	K-8	251	10	14
Rocky Comfort	K-8	157	6	2
Southwest City	K-8	248	10	2
White Rock	K-6	129	5	5

Source: Missouri School Directory (1983-84).

head). Third, much of the past organizational climate research has been conducted in the elementary school setting.

An arbitrary boundary for the population seemed to be justified, as within the 4 counties selected are found 12 school systems located in communities that varied greatly in terms of size. Community population varied from 200 residents to over 40,000 residents. This population was found to contain settlements representative of sizes,

including rural (under 5,000 population) and town or small city (5,000 to 19,999 population). Urban communities were not found in the population.

#### Procedure

Careful consideration was given to the timing of the study. The elementary school calendar is generally packed full of activities. Consideration was given to holidays, seasonal extracurricular activities, and year end activities such as closing out the year and achievement testing, which typically occurs in late April. All factors considered, it was decided that March would be a period of the year which would be least active in terms of the teacher's schedule.

The population included all 55 elementary schools in those 4 counties. In February of 1984, all of the school principals were contacted by telephone to solicit their cooperation and involvement in this study. At that time, all 55 principals indicated that they would participate. Shortly thereafter, each elementary school received a packet containing a letter to the principal, a letter to the secretary (this position was designated as the facilitator, distributing and then gathering up the completed questionnaires), and cover letter/questionnaires to the regular classroom teachers (see Appendix A for cover letters and Appendix B for instrument samples).

A self-addressed, stamped, return envelope was provided in each packet to insure return of the usable packets. By mid-April, packets had ceased to come back, with a total return at that time of 45 out of the possible 55. Follow-up calls were made. However, only 2 of the non-responding 10 schools gave any reason for non-involvement. Both

of these two schools refused to participate, because both the principals that insertion of this study into his school would be counter-productive.

Table II details response rates of those schools who participated in the study. The schools responding were numbered for the purposes of analysis.

All totaled, 302 out of 499 (61%) teachers in the 45 responding buildings returned usable questionnaires. Of the 45 schools responding, no school responded with less than 40% of its total number of regular classroom teachers. Seven of the 45 schools had a response percentage between 40% and 49%. Thirty-eight of the 45 schools had a response percentage of 50% or greater, and 16 schools had a response percentage of 70% or greater.

No school had a return rate of less than three usable questionnaires of each type. It was decided, for the purposes of this study, that a school, in order to be included, had to return at least three questionnaires, and these would represent no less than 40% of the regular classroom teaching staff.

#### Instrumentation

For the purpose of uncovering a relationship between school organizational climate and clinical supervisory behavior, Halpin and Croft's (1963) OCDQ was used to measure perceptions of building climate, and Shinn's SCSBQ was used to identify clinical behaviors utilized by the building principal. Both instruments were utilized in the present study.

TABLE II  
SUMMARY DATA FOR THE 45 SCHOOL RESPONSE DATA

Building	No. of Regular Classroom Teachers	No. of Teachers Responding	%
16	3	3	100
25	3	3	100
44	23	13	56
45	6	5	83
43	14	8	57
41	10	7	70
23	10	5	50
42	10	7	70
8	8	5	63
9	8	4	50
37	9	6	66
39	17	10	59
12	13	10	77
31	5	4	80
3	16	11	69
4	22	17	77
7	8	6	75
1	13	7	54
30	13	6	46
40	13	9	69
10	14	11	79
27	13	8	62
15	6	5	83
13	12	10	83
26	11	7	64
20	9	4	44
22	18	8	44
35	14	8	57
2	3	3	100
38	9	8	89
24	13	6	46
18	9	6	66
11	8	4	50
36	5	4	80
28	6	4	66
5	14	6	42
21	12	5	41
34	23	13	56
33	15	10	66
17	6	6	100
14	13	9	69
6	14	6	42

TABLE II (Continued)

Building	No. of Regular Classroom Teachers	No. of Teachers Responding	%
19	6	3	50
29	8	5	63
32	14	7	50

Organizational Climate Description Questionnaire (OCDQ)

The OCDQ is a questionnaire designed to assess the perceptions of teachers in any given sample with regard to two areas: (1) the behavior of their principal, and (2) the climate characteristics of the faculty. Specifically, the tests reported eight subtest scores--four for the principal (production emphasis, thrust, consideration, and aloofness)--and four for the faculty (hindrance, esprit, disengagement, and intimacy). The OCDQ contains 69 items. The responses for each of the items were: "rarely," "sometimes," "often," and "frequently." The subtest scores were normatively standardized raw scores. The subtest scores had a mean of 50 and a standard deviation of 10. The OCDQ, developed by Halpin and Croft (1963), has been used in numerous research studies. Andrews (1965) was concerned in his study with the validity of the instrument. Construct validity was the approach in his study. The results showed the instrument to be valid regarding the subtests in measuring the principal's leadership in the

perspective of his/her behavior with the staff. Brown (1965) also found the OCDQ to be both valid and reliable in a study replicating the work of Halpin and Croft.

With regard to the treatment of the OCDQ data, IBM punch cards were used to store individual questionnaire data. These cards were then sent to Dr. Andrew Hayes at the University of North Carolina-Wilmington for computer scoring. A printout of data was then sent back to this researcher. Normatively standardized subtest scores (for each building in the study) were computed.

#### Shinn's Clinical Supervisory Behavior Questionnaire (SCSBQ)

The other questionnaire used in this study was a 32 item instrument developed by Shinn (1976) as part of his doctoral dissertation at the University of Oregon. Each of the items had the following possible responses: "never," "seldom," "sometimes," "usually," and "often." Shinn's prototype was submitted to experienced supervisors and professors of education for validation purposes, and was found to be valid. The revised prototype was then field tested in the Beaverton, Oregon, school district. In addition, to further test for validity of the SCSBQ, Flynn (1982) submitted the 32 item questionnaire to the entire central office staff of the school district participating in his doctoral dissertation research (the school district was a suburban school system located West of Boston, Massachusetts), and was judged by them to be very appropriate.

This researcher, in reviewing the research using the SCSBQ, could find no reliability coefficient data. However, in a telephone

conversation on June 19, 1984, with Dr. Keith Acheson, of the University of Oregon, and in a telephone conversation on June 28, 1984, with Dr. James Shinn, Personnel Director for Fairfax, Virginia, County School System, both authors reiterated the fact that research studies subsequent to Dr. Shinn's original study in 1976 had shown that Shinn's questionnaire was both reliable and valid in performance.

Shinn's SCSBQ was individually scored by summing the responses on the questionnaire. Had a teacher marked all 32 items with a response of "never," the score would have been 32, since this particular response ("never") carried a numerical value of one. Had a teacher marked all 32 items with a response of "often," the score would have been 160, as this particular response ("often") carried a numerical value of 5. Individual SCSBQ scores were then computed to arrive at a building mean and median score (see Table II for SCSBQ mean and median scores by building). Because the SCSBQ is composed of 32 Likert scale items, a building mean and a building median score was obtained and paired with respective OCDQ subtest building scores. The building mean score was computed by summing the total number of individual scores from the SCSBQ and then dividing by the number of SCSBQs for that particular building. Building median scores were computed by determining the median score from individual questionnaires from a given building. A building mean and building median score were computed for each of the 45 buildings in the study.

#### Data Analysis Procedure

Pearson's correlation was selected to test each of 11 hypotheses. Building means derived from the SCSBQ occupied the "x" coordinate,

while the "y" score was a different subtest (OCDQ) for each building for Ho1 through Ho8. For example, in testing Ho1, the SCSBQ mean occupied the "x" coordinate, while the subtest score for "espirit" for each building occupied the "y" coordinate. There were 45 pairs in the testing of Ho1 in this manner. This process was the same for Ho1 through Ho8. After this process was completed, the building median score was used in place of the building mean score. (See Table III for the SCSBQ mean and median scores by building and the eight OCDQ subtest scores for each building.) In Ho9, 45 pairs were assembled using building openness scores and SCSBQ mean and median scores. In Ho10, 45 pairs were assembled using building openness scores and years of tenure in position of principal (by building). In Ho11, 45 pairs were assembled using years of tenure in position of principal (by building), and SCSBQ mean and median scores.

#### Summary

Presented in this chapter were research design, population description, procedure, instrumentation, and data analysis procedures. In Chapter IV, data will be presented and analyzed.

TABLE III  
 SUMMARY DATA FOR BUILDING SCORES AND RANGES REGARDING  
SCSBQ MEAN AND MEDIAN SCORES AND OCDO  
 SUBTEST SCORES BY BUILDING

Building	$\bar{m}^*$	Mdn:**	ESP	ALO	CON	DIS	HIN	PRD	INT	THR***	Openness
16	139	131	58	52	62	39	45	62	66	59	78
25	121	134	51	61	50	48	42	43	49	53	56
44	121	121	47	51	53	41	48	54	51	49	55
45	121	115	43	49	54	39	44	47	57	53	57
43	118	112	44	46	49	52	45	48	51	49	41
41	118	124	54	57	48	46	46	54	51	53	61
23	117	122	54	44	41	42	41	44	50	42	54
42	113	117.5	46	50	48	41	44	42	51	49	54
8	112	111	55	56	51	45	43	52	61	44	54
9	112	119	55	49	53	45	44	47	62	49	59
37	111	83.5	47	49	43	41	56	45	43	34	40
39	111	109.5	44	53	52	50	45	54	50	46	40
12	109	105	45	53	55	48	46	51	53	55	52
31	109	110	47	55	44	44	47	46	56	47	50
3	107	108	50	56	43	46	42	41	61	47	51
4	107	102	47	52	53	46	45	43	58	51	52
7	106	109.5	51	57	51	43	44	49	59	50	58
1	104	112.5	41	58	50	44	44	43	54	53	50
30	104	107	46	59	51	50	50	54	55	46	42
40	104	103	52	55	50	48	52	51	57	50	54
10	102	101	58	57	46	40	42	51	54	54	72
27	102	97.5	46	48	45	46	46	40	58	50	50
15	102	100	50	46	42	45	50	50	50	50	55
13	101	102.5	46	51	42	43	54	46	53	42	45
26	101	97	44	52	41	42	52	54	54	40	42
20	100	99.5	53	44	42	45	41	37	42	40	48
22	96	94	46	49	47	43	43	48	50	46	49
35	96	98	39	56	43	49	46	50	51	45	35
2	93	97.5	44	46	45	54	50	47	56	44	34
38	93	102.5	46	48	46	43	53	49	53	44	47
24	92	80	43	50	51	53	45	44	58	44	34

TABLE III (Continued)

Building	$\bar{m}^*$	Mdn.**	ESP	ALO	CON	DIS	HIN	PRD	INT	THR***	Openness
18	91	98	45	49	42	40	47	46	51	41	46
11	89	91.5	50	53	38	47	45	52	55	39	42
36	87	86.5	38	49	49	66	48	50	45	38	10
28	86	84.5	54	48	41	40	41	46	56	38	52
5	83	81.5	38	50	39	54	55	56	47	38	22
21	83	85	40	56	46	54	47	49	53	40	26
34	83	85.5	37	51	45	67	46	53	61	38	8
33	81	81	35	45	44	56	49	54	51	36	15
17	80	78.5	36	51	40	56	56	54	46	33	13
14	70	64	40	48	35	42	55	46	44	31	29
6	69	65	47	54	38	46	56	51	45	32	33
19	62	69	38	48	32	45	51	52	48	27	20
29	60	71	40	50	40	44	54	48	42	30	26
32	49	45	24	48	35	66	58	60	45	24	-18

\*SCSBQ mean score

\*\*SCSBQ median score

\*\*\*See Chapter I for definitions of these OCDQ subtest abbreviations.

Note:

Range  
 SCSBQ  $\bar{m}$  ----- 49-139  
 SCSBQ Mdn ----- 45-134

Range  
OCDQ ESP ----- 24-58  
 ALO ----- 44-61  
 CON ----- 32-62  
 DIS ----- 39-67  
 HIN ----- 41-58  
 PRD ----- 37-62  
 INT ----- 42-66  
 THR ----- 24-59

Range  
 Openness ----- (-18) - (78)

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

In this chapter, data analysis is presented with regard to each of the 11 hypotheses stated in Chapter II. This study was conducted in 45 (82%) of the 55 elementary schools found in the four southwest counties of Missouri (these were the counties of Barton, Jasper, Newton, and McDonald). The 45 elementary schools that participated represented 12 school systems. The responding schools were numbered for purposes of analysis.

The study was limited to the participation of regular classroom teachers. Out of 499 teachers in the participating 45 schools, 302 (61%) teachers returned usable questionnaires. Each of the 302 teachers returned two completed questionnaires: the Shinn's Clinical Supervisory Behavior Questionnaire (SCSBQ) and the Organizational Climate Description Questionnaire (OCDQ). Eleven hypotheses were originally formulated to address the question of relationship between clinical supervision behaviors of the principal and the climate of the organization.

#### Testing the Hypotheses

Following are the 11 hypotheses and the analysis of data using

Pearson's correlation, with level of significance placed at .05:

Ho1. There was no significant correlation between building scores on esprit, as measured by the OCDQ, and frequency of use by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ. For Ho1, a correlation of +.705 was computed (using the SCSBQ mean), which necessitated the rejection of Ho1. It was established that, as the perception of the frequency of clinical supervision behavior increased, so the perception of "esprit" of the building also tended to increase. In testing Ho1 using the SCSBQ median, a correlation of +.688 was computed, which also necessitated the rejection of Ho1.

Ho2. There was no significant correlation between building scores on aloofness, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ. For Ho2, a correlation of +.243 was computed (using the SCSBQ mean), which necessitated the acceptance of Ho2. In testing Ho2 using the SCSBQ median, a correlation of +.309 was computed, which also necessitated the rejection of Ho2. Using the SCSBQ median, it was established that, as the perception of the frequency of clinical supervision behavior increased, so the perception of aloofness tended to increase.

Ho3. There was no significant correlation between building scores on consideration, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ. For Ho3, a correlation of +.753 was computed (using the SCSBQ mean), which necessitated the rejection of Ho3. It was established that, as the perception of the frequency

of clinical supervision behavior increased, so the perception of the building principal's "consideration" also tended to increase. In testing Ho3 using the SCSBQ median, a correlation of +.713 was computed, which also necessitated the rejection of Ho3.

Ho4. There was no significant correlation between building scores on disengagement, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ. For Ho4, a correlation of -.451 was computed (using the SCSBQ mean), which necessitated the rejection of Ho4. It was established that, as the perception of the frequency of clinical supervision behavior increased, so the perception of teacher "disengagement" tended to decrease. In testing Ho4 by using the SCSBQ median, a correlation of -.446 was computed, which also necessitated the rejection of Ho4.

Ho5. There was no significant correlation between building scores on hindrance, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ. For Ho5, a correlation of -.579 was computed (using the SCSBQ mean), which necessitated the rejection of Ho5. It was established that, as the perception of the frequency of clinical supervision behavior increased, the perception of teacher "hindrance" tended to decrease. In testing Ho5 using the SCSBQ median, a correlation of -.641 was computed, which also necessitated the rejection of Ho5.

Ho6. There was no significant correlation between building scores on production emphasis, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as

reported by teacher responses to the SCSBQ. For Ho6, a correlation of  $-.132$  was computed (using the SCSBQ mean), which necessitated the acceptance of Ho6. In testing Ho6 using the SCSBQ median, a correlation of  $-.186$  was computed, which also necessitated the acceptance of Ho6.

Ho7. There was no significant correlation between building scores on intimacy, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ. For Ho7, a correlation of  $+0.493$  was computed (using the SCSBQ mean), which necessitated the rejection of Ho7. It was established that, as the perception of the frequency of clinical supervision behaviors increased, the perception of faculty "intimacy" also tended to increase. In testing Ho7 using the SCSBQ median, a correlation of  $+0.496$  was computed, which also necessitated the rejection of Ho7.

Ho8. There was no significant correlation between building scores on thrust, as measured by the OCDQ, and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ. For Ho8, a correlation of  $+0.859$  was computed (using the SCSBQ mean), which necessitated the rejection of Ho8. It was established that, as the perception of the frequency of clinical supervision behavior increased, so the perception of the principal's "thrust" also tended to increase. In testing Ho8 using the SCSBQ median, a correlation of  $+0.864$  was computed, which necessitated the rejection of Ho8.

Ho9. There was no significant correlation between building scores on openness, as measured by the OCDQ, and frequency of use, by

the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ. For Ho9, a correlation of +.810 was computed (using the SCSBQ mean), which necessitated the rejection of Ho9. It was established that, as the perception of the frequency of clinical supervision behavior increased, so the perception of the building "openness" also increased. In testing Ho9 using the SCSBQ median, a correlation of +.802 was computed, which also necessitated the rejection of Ho9.

Ho10. There was no significant correlation between building scores on openness, as measured by the OCDQ and tenure in position as principal. For Ho10, a correlation of .134 was computed (using building scores on openness and tenure in years of the building principal), which necessitated the acceptance of Ho10.

Ho11. There was no significant correlation between tenure in position as principal and frequency of use, by the principal, of clinical supervision techniques, as reported by teacher responses to the SCSBQ. For Ho11, a correlation of .022 was computed (using the SCSBQ mean), which necessitated the acceptance of Ho11. In testing Ho11 using the SCSBQ median, a correlation of .041 was computed, which also necessitated the acceptance of Ho11. (For a summary of outcomes related to all hypotheses, see Table IV.)

TABLE IV  
OUTCOMES RELATED TO HYPOTHESES

Hypothesis	Variables Tested	Pearson r Correlation (p=.05)
Ho1	(SCSBQ $\bar{m}$ , Espirit)	+.705*
	(SCSBQ, Mdn, Espirit)	+.688*
Ho2	(SCSBQ $\bar{m}$ , Aloofness)	+.243
	(SCSBQ Mdn, Aloofness)	+.309*
Ho3	(SCSBQ $\bar{m}$ , Consideration)	+.753*
	(SCSBQ Mdn, Consideration)	+.713*
Ho4	(SCSBQ $\bar{m}$ , Disengagement)	-.451*
	(SCSBQ Mdn, Disengagement)	-.446*
Ho5	(SCSBQ $\bar{m}$ , Hindrance)	-.579*
	(SCSBQ Mdn, Hindrance)	-.641*
Ho6	(SCSBQ $\bar{m}$ , Production Emphasis)	-.132
	(SCSBQ Mdn, Production Emphasis)	-.182
Ho7	(SCSBQ $\bar{m}$ , Intimacy)	+.493*
	(SCSBQ Mdn, Intimacy)	+.496*
Ho8	(SCSBQ $\bar{m}$ , Thrust)	+.859*
	(SCSBQ Mdn, Thrust)	+.864*
Ho9	(Openness, SCSBQ $\bar{m}$ )	+.810*
	(Openness, SCSBQ Mdn)	+.802*
Ho10	(Openness, Principal Tenure)	+.134
Ho11	(Principal Tenure, SCSBQ $\bar{m}$ )	+.022
	(Principal Tenure, SCSBQ Mdn)	+.041

\*Indicates a significant correlation.

## Summary

In Chapter IV, the analysis of the data was presented with regard to the outcomes of the 11 specific hypotheses. In Chapter V, the findings, implications, and recommendations will be presented.

## CHAPTER V

### FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

#### Introduction

In Chapter V, the results of the study will be examined in terms of findings, implications, and recommendations. This study involved the regular classroom teachers found in the elementary schools of the four southwestern Missouri counties of Barton, Newton, Jasper, and McDonald. For the purposes of this study, the population of 55 elementary schools was the same as the sample. Principals were contacted by telephone to enlist their support, and questionnaires were then sent to all regular classroom teachers in the 55 schools.

Forty-five schools returned usable questionnaires. These questionnaires, James Shinn's Clinical Supervisory Behavior Questionnaire and Halpin and Croft's Organizational Climate Description Questionnaire, were then scored. These data were then statistically treated by means of Pearson  $r$  correlation to test each of the 11 hypotheses (see Chapter II).

#### Findings

Statistical evidence supported the following findings:

H<sub>01</sub> was rejected based upon significant (to the .05 level) correlations of +.705 (SCSBQ  $\bar{m}$ , Espirit) and +.688 (SCSBQ Mdn, Espirit).

Ho2 was accepted based upon an insignificant (to the .05 level) correlation of +.243 (SCSBQ  $\bar{m}$ , Aloofness). Ho2 was rejected based upon a significant (to the .05 level) correlation of +.309 (SCSBQ Mdn, Aloofness).

Ho3 was rejected based upon significant (to the .05 level) correlations of +.753 (SCSBQ  $\bar{m}$ , Consideration) and +.713 (SCSBQ Mdn, Consideration).

Ho4 was rejected based upon significant (to the .05 level) correlations of -.451 (SCSBQ  $\bar{m}$ , Disengagement) and -.446 (SCSBQ Mdn, Disengagement).

Ho5 was rejected based upon significant (to the .05 level) correlations of -.579 (SCSBQ  $\bar{m}$ , Hindrance) and -.641 (SCSBQ Mdn, Hindrance).

Ho6 was accepted based upon significant (to the .05 level) correlations of -.132 (SCSBQ  $\bar{m}$ , Production Emphasis) and -.182 (SCSBQ Mdn, Production Emphasis).

Ho7 was rejected based upon significant (to the .05 level) correlations of -.493 (SCSBQ  $\bar{m}$ , Intimacy) and +.496 (SCSBQ Mdn, Intimacy).

Ho8 was rejected based upon significant (to the .05 level) correlations of +.859 (SCSBQ  $\bar{m}$ , Thrust) and +.864 (SCSBQ Mdn, Thrust).

Ho9 was rejected based upon significant (to the .05 level) correlations of +.810 (Openness, SCSBQ  $\bar{m}$ ) and +.802 (Openness, SCSBQ Mdn).

Ho10 was accepted based upon an insignificant correlation (to the .05 level) of +.134.

Ho11 was accepted based upon insignificant correlations (to the .05 level) of +.022 (Principal Tenure, SCSBQ  $\bar{m}$ ) and +.041 (Principal Tenure, SCSBQ Mdn).

It is noteworthy to remember at this time, that a limitation of this study was the inability to generalize beyond the population defined in Chapter III. However, with regard to this study, it can be established that as the perception of the principal's use of clinical supervisory behaviors increased, there was also an increase in:

1. The perception of building esprit or professional needs gratification.
2. The faculty's perception that the principal was more humane or considerate.
3. The faculty's perception of building intimacy or social needs gratification.
4. The faculty's perception of the principal's ability to set good examples by working hard or thrust.

As the perception of the principal's use of clinical supervisory behaviors increased, there was also a decrease in:

1. The faculty's perception of being hindered with too much busy work.
2. The faculty's perception of feeling like they were spinning their wheels or disengaged.

Although no significant correlation was found, it was seen that as the perception of clinical supervisory behaviors increased, the perception of the principal as a close supervisor (production emphasis) decreased. With regard to the perception of the principal being aloof, with correlations of  $+0.243$  and  $+0.309$  there is, with regard to this study, the suggestion by data that as the perception of clinical supervisory behavior increases, the faculty's perception of the principal's aloofness also tends to increase.

## Implications

Generally speaking, in taking into account the data presented, there resides in the body of this research the very strong implication that if the building principal would behave in a face-to-face, open, honest manner, supervising in an indirect manner, then he/she would also find the climate of his/her building to approach an open, healthy condition. The strong statistical evidence would suggest that the two concepts (clinical supervisory behavior of the principal and organizational climate) are inextricably correlated.

The results of this research show a high correlation between the use of clinical supervision techniques and the morale of the building. The sense of accomplishment that a faculty showing high esprit reflects may be a direct result of the supervisor working side by side with the instructors in the school. Consideration by the principal was shown to be highly correlated with use of clinical techniques, implying that the clinical supervisor is one seen by faculty as being more inclined to go the extra distance, to do the little extras that can, in the long run, do a great deal to enhance rapport between principal and staff. With the frequent use of clinical techniques, feelings of hindrance and disengagement were lessened. The use of clinical techniques here would suggest that feelings of wheel-spinning and of being burdened with unnecessary busy work would be reduced. The principal who would use clinical techniques, so the data would imply, would be seen by faculty to be one who would pitch in and help out, demonstrating hard work by personal example.

The analysis of data showed no relationship between clinical techniques and production emphasis, but indicated a relationship between clinical techniques and aloofness (although, as has been mentioned, a further look at this area is included under "Recommendations").

A solid relationship was shown between clinical techniques and the openness of a school's climate. Here resides the strong implication that open, honest dialogue, the willingness to help, meeting and conferring with staff, and other aspects of clinical techniques, are strong evidence in environments that also exhibit characteristics of open organizational climates.

Results of this study showed no reason to imply that a relationship exists between the openness of a school's climate and the tenure of the principal. Similarly, there was no indication of a relationship between a principal's tenure and the use of clinical techniques. One does not automatically see a healthy climate developing or the use of clinical techniques occurring in buildings where the principal has greater tenure. An implication here is that the methods of clinical supervision and the characteristics of an open, healthy climate are not acquired or practiced merely as the principal gains more and more experience in that position.

### Recommendations

Recommendations for further research are as follows:

1. With regard to the OCDQ, it is recommended that the items that cluster to identify "aloofness" be examined to see if they are, in fact, describing behavior in line with the definition of aloofness as stated by Halpin and Croft (1963). It is suggested that these

items may connote to the respondent representations of a positive quality rather than the stated negatively-defined characteristic.

2. Subsequent studies should be initiated to further substantiate the findings of the research.

3. With regard to the two instruments used in this study, it is recommended that they be examined to determine to what extent, if any, they may be measuring the same kinds of behavior in the elementary school environment.

It is further recommended, based upon the findings of this research, the review of literature related to clinical supervision and organizational climate and the experience of this researcher, that elementary school principals become familiar with the concepts of clinical supervision and organizational climate. They should then look closely at their own current style of supervision and the climate of their respective buildings in an attempt to uncover problem areas.

School systems are urged to look at the benefits of initiating a training program designed to equip principals with the skills of supervising staff in a clinical manner. The thrust of this program would be to train supervisors to meet and confer with staff, gather objective instructional data through cyclical classroom observations, and provide feedback to instructors on matters of an instructional nature at a point in the year where that feedback can be used. This program would deemphasize the summative evaluation and supplant it with a more formative approach to supervision/evaluation.

At the same time, it is recommended that a program be developed by the central office to make teachers in the system aware of the aspects of clinical supervision so that they will have a healthy

understanding of their role in the process. This is vital to teacher understanding of this or any training program where the ultimate goal is improvement of instruction.

It is also recommended that school systems plan for the evaluation of such a clinical supervision process. At least one criterion for that evaluation would involve the pre- and post-assessment of the system's organizational climate. Additional criteria might include a pre- and post-assessment of student achievement performance, for example.

In summation, it is the strong belief of this researcher that the building principal/supervisor must supervise in an indirect manner rather than a direct manner, must be open to the needs and suggestions of the faculty, must be formative as opposed to wholly summative in perspective, and must get out from behind the office desk in order to effectively fulfill the duties of educational leader in the elementary school environment.

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APPENDIX A  
CORRESPONDENCE

February 23, 1984

To the Principal:

First of all, let me say how much I appreciate your cooperation in this research effort. It is perhaps trite, but without your help, this study would not be possible.

Your involvement, specifically, is as follows:

1. To lend guidance to your secretary in answering questions that may arise.
2. To have the secretary be the facilitator--handing out the questionnaires and gathering them back up for return mailing.
3. To remember that these questionnaires go only to regular classroom teachers--grades K-6.
4. To remind your staff that these have not been coded in any way, and that individual anonymity will be strictly protected.
5. For the sake of integrity and honest reporting, I would ask that the completed questionnaires go directly to your secretary for mailing--honesty in responding to the questions may be affected if it is felt the principal will be looking at completed questionnaires.
6. To encourage your staff to complete and return the questionnaires within three days' time.

Again, thanks for all of your help. If you have any questions, please write or call.

Sincerely,

Greg R. Smith       (417) 673-3751  
Director, Elementary Education  
Webb City R-7 School District  
Webb City, Missouri 64870

P.S.: If you have the time, I'd appreciate your response to the Principal Questionnaire. Thanks!

February 23, 1984

To the School Secretary:

Thanks for taking the time to help out!

Your principal has given permission for these to be handed out to the teachers in your building.

Following these steps will help expedite the research:

1. Hand out a cover letter/questionnaire package to all regular classroom teachers, grades K-6 only.
2. Urge the teachers to return the material to you in two days (three at the most).
3. Help them understand that I'm not concerned with individual data, only building data. They will remain anonymous.
4. Insert completed questionnaires in the self-addressed, stamped envelope and return.

To enhance honest responses, I've asked that it be known that the principal will not be given the completed questionnaire, but that it will be given directly to you for insertion into the return envelope.

Thanks again for all of your help and cooperation!

Greg R. Smith  
Director, Elementary Education  
Webb City R-7 School District  
Webb City, Missouri 64870

Mailing address: Greg R. Smith (417) 673-3751  
510 S. Oronogo  
Webb City, Missouri 64870

February 23, 1984

To the Regular Classroom Teacher:

Your school was identified as part of the sample in a research study currently being conducted in Barton, Jasper, Newton, and McDonald counties in Missouri.

The point of this study is to uncover evidence that might show that when the building principal supervises in a clinical way (meeting with the teacher as a colleague to jointly pursue improvement of instruction in the classroom), the school climate would also be characteristic of schools with open, positive climates.

It is the belief of this educator that when the principal supervises in an open, clinical manner, healthy school climates are the result. If that holds true here in southwest Missouri, then it could probably be seen as being true elsewhere.

To test this idea, I need your help. Please take the small amount of time needed to fill out the two attached questionnaires. I know your daily pace is hectic and I appreciate greatly your help in this effort.

Please understand some "basics" of the study:

1. This is not a "grade card" for your principal. It is an assessment of your perception of the way your principal supervises and your perception of the climate in your building.
2. Your identity will remain totally anonymous. I am concerned with building data only!. These questionnaires have been coded in no way, shape, or form.
3. Please fill out and return the questionnaires within two or three days to your school secretary, who will pack them up for the return mailing.

Thanks again for your help and consideration.

Greg R. Smith  
Director, Elementary Education  
Webb City R-7 School District  
Webb City, Missouri 64870

APPENDIX B  
QUESTIONNAIRE

**Shinn's Scale of Clinical Supervisory Behaviors**

**Directions:**

READ each item carefully.  
 THINK about how this applies to your situation  
 and your principal.  
 DECIDE how frequently this occurs  
 and mark the appropriate  
 box.

My principal:

	NEVER 1	SELDOM 2	SOMETIMES 3	USUALLY 4	OFTENS 5
1. Meets me prior to a visit					
2. Finds my objectives					
3. Finds my expectations of students					
4. Finds my concerns					
5. Involves me in choosing methods					
6. Helps me identify behaviors expected					
7. Suggests observational techniques					
8. Suggests self-supervision techniques					
9. Records systematic data					
10. Makes verbatim notes					
11. Writes my questions					
12. Writes student responses					
13. Records task analysis					
14. Charts student responses					
15. Makes audio recordings					
16. Charts physical movement of students					
17. Makes video recordings					
18. Observes specific problem child					
19. States his/her objective feelings.					
20. Stays for complete activity					
21. Meets me after each visit					
22. Gives me direct advice					
23. Gives me his/her opinions					
24. Relates my perceptions to data					
25. Encourages my inferences and opinions					
26. Asks me questions for clarification					
27. Encourages alternative techniques					
28. Accomodates my priorities					
29. Listens more than he she talks					
30. Acknowledges my comments					
31. Gives praise and encouragement					
32. Recommends resources					



	Rarely	Sometimes	Often	Frequently
19. Most teachers here accept the faults of their colleagues . . . . .				
20. Teachers have too many committee requirements. . . . .				
21. There is considerable laughter when teachers gather informally. . . . .				
22. Teachers ask nonsensical questions in faculty meetings . . . . .				
23. Custodial service is available when needed . . . . .				
24. Routine duties interfere with the job of teaching. . . . .				
25. Teachers prepare administrative reports by themselves. . . . .				
26. Teachers ramble when they talk in faculty meetings . . . . .				
27. Teachers at this school show much school spirit. . . . .				
28. The principal goes out of his way to help teachers . . . . .				
29. The principal helps faculty members solve personal problems . . . . .				
30. Teachers at this school stay by themselves . . . . .				
31. The teachers at this school accomplish their work with great vim, vigor and pleasure . . . . .				
32. The principal sets an example by working hard himself. . . . .				
33. The principal does personal favors for teachers. . . . .				
34. Teachers eat lunch by themselves in their own classroom . . . . .				
35. The morale of the teachers is high . . . . .				
36. The principal uses constructive criticism. . . . .				
37. The principal stays after school to help the teachers finish their work . . . . .				
38. Teachers socialize together in small select groups . . . . .				
39. The principal makes all class-scheduling decisions . . . . .				
40. Teachers are contacted by the principal each day . . . . .				
41. The principal is well prepared when he speaks at school functions . . . . .				
42. The principal helps staff members settle minor differences. . . . .				
43. The principal schedules the work for teachers. . . . .				
44. Teachers leave the grounds during the school day . . . . .				
45. The principal criticizes a specific act rather than a staff member. . . . .				
46. Teachers help select which courses will be taught. . . . .				
47. The principal corrects teachers' mistakes. . . . .				
48. The principal talks a great deal . . . . .				
49. The principal explains his reasons for criticism to teachers. . . . .				
50. The principal tries to get better salaries for teachers . . . . .				
51. Extra duty for teachers is posted conspicuously. . . . .				
52. The rules set by the principal are never questioned. . . . .				

	Rarely	Sometimes	Often	Frequently
53. The principal looks out for the personal welfare of teachers. . . . .				
54. School secretarial service is available for teachers' use . . . . .				
55. The principal runs the faculty meeting like a business conference . . . . .				
56. The principal is in the building before the teachers arrive . . . . .				
57. Teachers work together preparing administrative reports . . . . .				
58. Faculty meetings are organized according to a tight agenda . . . . .				
59. Faculty meetings are mainly principal-report meetings. . . . .				
60. The principal tells the teachers of new ideas he has run across. . . . .				
61. Teachers talk about leaving the school system . . . . .				
62. The principal checks the subject-matter ability of the teachers . . . . .				
63. The principal is easy to understand . . . . .				
64. Teachers are informed of the results of a supervisor's visit . . . . .				
65. Grading practices are standardized at this school . . . . .				
66. The principal insures that teachers work to their full capacity . . . . .				
67. Teachers leave the building as soon as possible at day's end . . . . .				
68. The principal clarifies wrong ideas a teacher may have. . . . .				
69. Schedule changes are posted conspicuously at this school. . . . .				

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2  
VITA

Gregory R. Smith

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE RELATIONSHIP BETWEEN THE CLIMATE OF THE ELEMENTARY SCHOOL AND THE CLINICAL SUPERVISORY PRACTICES OF THE ELEMENTARY SCHOOL PRINCIPAL

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