

TEMPERAMENT AND PREFERENCE FOR SUPERVISION  
AMONG OKLAHOMA EDUCATORS

By

ADGE JEROME JOHNSON

Bachelor of Arts in Education  
Southwestern Oklahoma State University  
Weatherford, Oklahoma  
1971

Master of Education  
Southwestern Oklahoma State University  
Weatherford, Oklahoma  
1973

Submitted to the Faculty of the  
Graduate College of the  
Oklahoma State University  
in partial fulfillment of  
the requirements for  
the Degree of  
DOCTOR OF EDUCATION  
May, 1989

Thesis  
1989.D  
J66t  
cop. 2

TEMPERAMENT AND PREFERENCE FOR SUPERVISION  
AMONG OKLAHOMA EDUCATORS

Thesis Approved:

*Kenneth H. Clair*

Thesis Advisor

*William E. Leggett*

*John D. Dison*

*Arthur L. Bass*

*Norman N. Durham*

Dean of the Graduate College

## ACKNOWLEDGEMENTS

This study would not have been possible had it not been for the support and guidance of many people. Special thanks goes to Dr. J. Kenneth St. Clair, thesis advisor and mentor whose inexhaustible kindness and wisdom kept the author on track and schedule. Dr. Gerald Bass, Dr. William Segall, and Dr. Deke Johnson also deserve thanks for their kind suggestions and insightful questions.

I am also deeply indebted to Mrs. Wendy Johnson for her friendship and helpful critique. The support and understanding of Judd Kopp, a brilliant teacher and faithful friend, will also be remembered and treasured.

Thanks also go to Ruth Pieper, the simple high school math teacher who instilled the attitude that "you can if you will," and to my aunt Evelyn Keil who, throughout her life, has demonstrated what a professional educator truly is, and to my father, Cletus, a master teacher long after he left the classroom and the man who was simply "there" to make possible my every accomplishment.

To the many others who have entered my life and enriched my soul and challenged my abilities, I extend my heartfelt appreciation.

TABLE OF CONTENTS

Chapter	Page
I. THE RESEARCH PROBLEM.....	1
Introduction.....	1
Statement of the Problem.....	3
Purpose of the Study.....	3
Research Questions.....	4
Significance of the Study.....	4
Definitions of Terms.....	5
Limitations of the Study.....	8
Assumptions of the Study.....	8
II. REVIEW OF THE LITERATURE.....	9
Introduction.....	9
Temperament.....	10
Temperament Types.....	12
Supervision.....	14
Temperament and Supervision.....	16
Supervision Types.....	17
Summary.....	18
III. RESEARCH DESIGN.....	20
Introduction.....	20
Population and Sample.....	20
Instrumentation.....	24
The Supervisory Behavior	
Description Questionnaire.....	24
The Keirsey Temperament Sorter.....	25
Data Collection.....	27
Scoring of Instruments.....	27
Statistical Treatment	
of the Data.....	28
IV. PRESENTATION AND ANALYSIS OF THE DATA.....	29
Introduction.....	29
Demographic Data.....	30
Professional Information.....	30
Personal Information.....	31
Temperament Data.....	34

Chapter	Page
Supervisory Preference Data.....	38
Temperament and Supervision.....	42
Temperament Categories and Preference for Supervision.....	42
Supervision Subscale Preferences for Supervision and Temperament Categories.....	53
Temperament Subgroups and Supervision Preference.....	75
Additional Data Analysis.....	93
Significant Demographic Areas with a Preference for Supervision.....	93
 V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	 99
Summary of the Study.....	99
Pilot Studies.....	101
Distribution and Response.....	102
Design of Study.....	103
Summary of Findings.....	104
Conclusions.....	106
Recommendations.....	110
Concluding Comments.....	111
 BIBLIOGRAPHY.....	 112
 APPENDIXES.....	 116
APPENDIX A - KEIRSEY TEMPERAMENT SORTER.....	117
APPENDIX B - SUPERVISORY BEHAVIOR DESCRIPTION QUESTIONNAIRE.....	121
APPENDIX C - SUPERVISORY PREFERENCE QUESTIONNAIRE INSTRUCTIONS AND ANSWER FORM.....	129
APPENDIX D - CORRESPONDENCE.....	133
APPENDIX E - DEMOGRAPHICS OF RESPONDENTS.....	136
APPENDIX F - FIGURES.....	139
APPENDIX G - KEIRSEY TEMPERAMENT SORTER.....	141

## LIST OF TABLES

Table	Page
I. Respondent and Target Population Demographics.....	22
II. Respondent Demographic Information.....	23
III. Professional Information.....	31
IV. Personal Information.....	33
V. Temperament Data.....	34
VI. Temperament Scores by Subgroups.....	35
VII. Temperament Scores by Temperament Category.....	37
VIII. General Preference for Supervision.....	39
IX. SBDQ Subscale Preference for Supervision.....	40
X. SJ (Epimethean) Temperament and Directive Supervision.....	43
XI. SJ (Epimethean) Temperament and Collaborative Supervision.....	44
XII. SJ (Epimethean) Temperament and Non-directive Supervision.....	45
XIII. SP (Dionysian) Temperament and Directive Supervision.....	46
XIV. SP (Dionysian) Temperament and Collaborative Supervision.....	47
XV. SP (Dionysian) Temperament and Non-directive Supervision.....	48
XVI. NT (Promethean) Temperament and Directive Supervision.....	48
XVII. NT (Promethean) Temperament and Collaborative Supervision.....	49

Table	Page
XVIII. NT (Promethean) Temperament and Non-Directive Supervision.....	50
XIX. NF (Apollonian) Temperament and Directive Supervision.....	51
XX. NF (Apollonian) Temperament and Collaborative Supervision.....	52
XXI. NF (Apollonian) Temperament and Non-directive Supervision.....	53
XXII. Curriculum Supervision Preference and SJ Temperament.....	54
XXIII. Curriculum Supervision Preference and NT Temperament.....	55
XXIV. Curriculum Supervision Preference and NF Temperament.....	55
XXV. Instruction Supervision Preference and SJ Temperament.....	56
XXVI. Instruction Supervision Preference and SP Temperament.....	57
XXVII. Instruction Supervision Preference and NT Temperament.....	57
XXVIII. Instruction Supervision Preference and NF Temperament.....	58
XXIX. Staffing Supervision Preference and SJ Temperament.....	59
XXX. Staffing Supervision Preference and SP Temperament.....	59
XXXI. Staffing Supervision Preference and NT Temperament.....	60
XXXII. Staffing Supervision Preference and NF Temperament.....	61
XXXIII. Materials Supervision Preference and SJ Temperament.....	61
XXXIV. Materials Supervision Preference and SP Temperament.....	62



Table	Page
XXXV. Materials Supervision Preference and NT Temperament.....	63
XXXVI. Materials Supervision Preference and NF Temperament.....	63
XXXVII. Staff Development Supervision Preference and SJ Temperament.....	64
XXXVIII. Staff Development Supervision Preference and SP Temperament.....	65
XXXIX. Staff Development Supervision Preference and NT Temperament.....	65
XL. Staff Development Supervision Preference and NF Temperament.....	66
XLI. Special Student Services Supervision Preferences and SJ Temperament.....	67
XLII. Special Student Services Supervision Preferences and SP Temperament.....	67
XLIII. Special Student Services Supervision Preferences and NT Temperament.....	68
XLIV. Special Student Services Supervision Preferences and NF Temperament.....	69
XLV. Developing Community Relations Supervi- sion Preferences and SJ Temperament.....	69
XLVI. Developing Community Relations Supervi- sion Preferences and SP Temperament.....	70
XLVII. Developing Community Relations Supervi- sion Preferences and NT Temperament.....	71
XLVIII. Developing Community Relations Supervi- sion Preferences and NF Temperament.....	71
XLIX. Evaluation Supervision Preferences and SJ Temperament.....	72
L. Evaluation Supervision Preferences and SP Temperament.....	73

Table	Page
LI. Evaluation Supervision Preferences and NT Temperament.....	73
LII. Evaluation Supervision Preferences and NF Temperament.....	74
LIII. Extraversion and Directive Supervision.....	75
LIV. Extraversion and Collaborative Supervision.....	76
LV. Extraversion and Non-directive Supervision.....	77
LVI. Introversion and Directive Supervision.....	77
LVII. Introversion and Collaborative Supervision.....	78
LVIII. Introversion and Non-directive Supervision.....	79
LIX. Sensation and Directive Supervision.....	80
LX. Sensation and Collaborative Supervision.....	81
LXI. Sensation and Non-directive Supervision.....	81
LXII. Intuition and Directive Supervision.....	82
LXIII. Intuition and Collaborative Supervision.....	83
LXIV. Intuition and Non-directive Supervision.....	83
LXV. Thinking and Directive Supervision.....	84
LXVI. Thinking and Collaborative Supervision.....	85

Table	Page
LXVII. Thinking and Non-Directive Supervision.....	86
LXVIII. Feeling and Directive Supervision.....	86
LXIX. Feeling and Collaborative Supervision.....	87
LXX. Feeling and Non-directive Supervision.....	88
LXXI. Judging and Directive Supervision.....	88
LXXII. Judging and Collaborative Supervision.....	89
LXXIII. Judging and Non-directive Supervision.....	90
LXXIV. Perceiving and Directive Supervision.....	90
LXXV. Perceiving and Collaborative Supervision.....	91
LXXVI. Perceiving and Non-directive Supervision.....	92
LXXVII. Grade Level Taught and Directive Supervision.....	94
LXXVIII. Grade Level Taught and Collaborative Supervision.....	95
LXXIX. Grade Level Taught and Non-Directive Supervision.....	95
LXXX. Years in School and Directive Supervision.....	96
LXXXI. Years in School and Collaborative Supervision.....	97
LXXXII. Years in School and Non-Directive Supervision.....	98
LXXXIII. The Eight Temperament Subgroups.....	142
LXXXIV. The Four Temperament Categories.....	144

## CHAPTER I

### THE RESEARCH PROBLEM

#### Introduction

Educators are people, and people are different. As simple and obvious as this statement first appears, historically, these differences, often attributed to temperament or personality, have had little impact upon the style of supervision and evaluation provided by supervisors, particularly in education. Sergiovanni and Starratt (1979, p. 306) point out that, "At present, the dominant view of teacher evaluation is characterized by a commitment to technical-rational values." They recommended alternative approaches which allowed for differences while permitting the supervisory process to continue.

One alternative, Clinical Supervision, suggests a concept in which the relationship between supervisor and the supervised individual is one of mutual respect with a concentration upon improvement of instruction, rather than one of confrontation. As Sergiovanni stated, "...supervision is a process for which both supervisor and teacher are responsible..." (Sergiovanni, 1979, p. 309). Other writers have agreed that individual differences should be considered in the supervisory process. Sizer (1984, p. 214)

proposed that teachers should be allowed to work "in their own appropriate ways." McNergney and Carrier (1981, p. 7) suggested broadening the base of supervision by providing for a "...teacher's individual needs."

Outside education, writers have commented upon the necessity of dealing with individual differences while providing supervision. McGregor (1960, p. 45), though not strictly an educator, talked of "...the importance of people," and of making "... vitally significant changes in managerial strategy..." Peters and Waterman (1982), in their search for excellent companies, emphasized finding excellent companies providing for the individual needs of their employees. Peters (1987) discussed an overall attitude of appreciating people by recognizing their differences and capitalizing upon them to improve performance.

These writers contended that acknowledging and attempting to meet the needs of employees produces not only more satisfied, but also more productive employees. This, of course, is consistent with Herzberg's (1959) findings.

While the business community has considered supervision and individual differences for some time, little research has been done in the field of education. Certainly, proposals such as Clinical Supervision allow for the application of different supervisory styles; however, the determination of which particular style to apply in

which case has been largely left to whim, individual training, or whatever instinctively "seemed right" at the time.

#### Statement of the Problem

If it is accepted that educators are different, and that particular styles of supervision, which can be applied according to specific situations, do exist, then can a link between differences and a preference for a style of supervision be found so that adjustments can be made according to individual needs? In considering individual needs of educators, is it possible to classify these differences according to temperament and then relate that temperament to the individual's preference for supervision?

#### Purpose of the Study

The purpose of this study was to explore the possible link between an individual educator's temperament and his/her preference for a particular style of supervision. An attempt was made to classify individuals according to four basic temperament groups and then examine whether temperament had any impact upon a preference for Directive, Collaborative, or Non-directive supervision in general or in specific subscale areas.

## Research Questions

The research questions for this study were:

Research Question One: Do people of different temperaments differ in their preference for the style of supervision being applied by their supervisor?

Research Question Two: Do people of different temperaments differ in their preference for style of supervision in the eight supervisor task areas of: Curriculum, Instruction, Staffing, Materials, Staff Development, Special Student Services, Developing Community Relations, and Evaluation of Instruction?

## Significance of the Study

Education is a goal oriented enterprise which depends upon the contribution of individuals for goal achievement. Nearly every enterprise, military, business, or education, employs some structure which provides direction toward goals and supervision for those who contribute to achievement. This supervision has been largely determined by government directive, personal style, and intuition about what seemed "right" at the time.

Since very little research in education has been conducted concerning individual temperament differences and how they vary when considered with supervisory preferences, this study may be useful in helping supervisors adjust.

### Definitions of Terms

Temperament. "...that which places a signature or thumb print on each of one's actions, making it recognizably one's own." Temperament is observable "consistency in action" (Keirse, 1984, pp. 27-28). Often described as "personality," temperament is a collection of personal characteristics which cause an individual to see the world, interpret information, and react to others in a unique way.

Directive Supervision. "...an approach based on the belief that education consists of technical skills with known standards and competencies for all educators...the supervisor's role is to inform, direct, model, and assess those competencies" (Glickman, 1985, p. 80).

Collaborative Supervision. Supervision based on the view that the supervisor and the supervised individual should jointly determine problems, solutions, and directions. "The supervisor's role is to guide the problem-solving process..." (Glickman, 1985, p. 80).

Non-directive Supervision. Assumes that educators are competent professionals able to determine their own problems and appropriate courses of action. "The supervisor's role is to listen, be non-judgmental, and provide self-awareness and clarification experiences..." (Glickman, 1985, p. 80).



Extraversion. Temperament characteristic involving sociability and the need or desire to be around people (Keirsey, 1984, P. 14).

Introversion. Temperament characteristic of an individual who prefers solitude to interaction with people (Keirsey, 1984, p. 15).

Sensation. Temperament characteristic of an individual who "...wants facts, trusts facts, and remembers facts...these people remain in reality" (Keirsey, 1984, p. 18).

Intuition. Temperament characteristic of an individual who "...lives in anticipation...constantly looking toward possibilities of changing or improving the actual" (Keirsey, 1984, p. 19).

Thinking. Temperament characteristic of an individual who relies on logic and objective decision making (Keirsey, 1984, p. 20).

Feeling. Temperament characteristic of an individual who relies on emotional and subjective decision making (Keirsey, 1984, p. 20).

Judging. Temperament characteristic of an individual who prefers "...closure to open options..." and seeks to complete tasks before moving on (Keirsey, 1984, p. 22).

Perceiving. Temperament characteristic of an individual who prefers "...to keep options open and fluid." Work

need not be completed before moving on (Keirsey, 1984, p. 24).

SJ Epimethean Temperament. The "Sensation/Judging" temperament is characteristic of people who need social interaction and who feel a strong need to contribute to society. SJ's are concerned with duty, responsibility, right, wrong, rules, regulations, and, in general, the preservation of the social norms (Keirsey, 1984).

SP Dionysian Temperament. The Sensation/Perceiving temperament is characteristic of people who have a strong need for social interaction and are socially at ease. SP's choose to live for the moment, and think little of the future while tending to be optimistic and often impulsive (Keirsey, 1984).

NT Promethean Temperament. The Intuitive/Thinking temperament is characteristic of people who seek mastery in all they do and competency in those around them. NT's may or may not socialize and are frequently very heavily involved in their work. They are often impatient with those who do not "see the obvious" (Keirsey, 1984).

NF Apollonian Temperament. The Intuitive/Feeling temperament is characteristic of people who seek to help others "self-actualize." NF's mentor others and are oriented toward goals which "make a difference" (Keirsey, 1984).

### Limitations of the Study

The limitations of this study were:

1. This study was limited to certified public school educators employed in Oklahoma during the 1987-1988 school year as determined by the Oklahoma State Department of Education, Finance Division.
2. No private or parochial school personnel were included.
3. The sample was limited to approximately 1% of the total number of certified educators employed in Oklahoma.

### Assumptions of the Study

The assumptions of this study were:

1. It was assumed that the sample was representative of the target population and that the respondents from the sample were representative of the sample.
2. It was assumed that the Keirseley Temperament Sorter accurately categorized the respondent's temperament.
3. It was assumed that the Supervisory Behavior Description Questionnaire accurately reflected respondent's preference for a style of supervision.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

The public schools are, perhaps, more dependent upon the performance of their personnel than upon any other single factor. In the performance of their duties, educators are organized to expend enormous quantities of public and personal resources to provide educational opportunities for the youth of the community. Law, public policy, and organizational theory dictate that these expenditures be wise and supervised to insure maximum performance and achievement for all. As these organizations have grown, so too has the role of the supervisor.

Modern theoreticians have pointed out that supervision today can no longer be the old "my way or the highway," dictatorial, authoritarian style. Researchers from Herzberg (1959) to Argyris (1979) to Sergiovanni (1979) have indicated that in most organizations, maximum authoritarian supervision leads to a minimum of "just enough to get by" performance. Clearly, supervisors are faced with the difficult question of what type of supervision is most

satisfactory for the needs of the organization and the individual's preference.

One seldom researched area affecting preference for supervision is that of "temperament." Temperament is a collection of personal characteristics which cause an individual to see the world, interpret information, and react to others in a unique way. McNergney and Carrier (1981, p. 123) put it this way: "It is an axiom of our society that people's differences must be recognized and respected." They went on to suggest many different areas which helped account for these differences. Included in their list were: attitudes, intelligence, field dependence-independence, moral development, anxiety, concerns, and personal constants. These characteristics, along with many others, may be combined to make up what, for the purpose of this study, is called temperament.

#### Temperament

The belief that people vary by temperament is not new. The ancient physicians, Hippocrates and Galen, saw behavior as naturally resulting from particular temperaments. Others, from Kant to Cattell, studied human behavior and agreed (Eysenck and Eysenck, 1969). The current temperament theories derive from the work of Carl Jung who, in the 1920's, determined that human behavior fell into "archetypes" evolving from one of two inborn qualities, introver-

sion or extraversion (Keirsey, 1984, p. 3). Recent explorations into the idea of temperament were sparked by the work of Isabel Myers and Katheryn Briggs who developed the Myers-Briggs Type Indicator. This is an instrument which identifies "...16 different patterns of action" that, when analyzed together, produces four temperaments. The Myers-Myers-Briggs Type Indicator helps place individuals into four types very similar to those first identified by the ancients (Keirsey, 1984, p. 4).

As with any theory in the inexact social sciences, the idea of temperament types has its detractors; however, there is some strong research which supports it. Hans and Sybil Eysenck (1969) conducted research which indicated that not only did temperament types exist, but that these types were genetically linked. Following World War II and working out of the University of London, the Eysencks worked with identical twins who had been separated at birth and raised apart. Their findings showed such a remarkable similarity among the twins that they concluded up to 75% of temperament is based on heredity with, perhaps, 25% based on environment. Keirsey (1984, p. 2) agreed even more strongly, "People are different in fundamental ways. People can't change form no matter how much and in what manner we require them to. Form is inherent, ingrained, indelible."

## Temperament Types

For the purpose of this study, the temperament types developed by David Keirsey were used. He created the Keirsey Temperament Sorter based on his studies of the Myers-Briggs Type Indicator (Keirsey, 1987, p. 9) to yield eight subgroups and four temperaments. The eight subgroups are in common with those developed by Myers and Jung, namely: (I) introversion, (E) extraversion, (S) sensation, (N) intuition, (T) thinking, (F) feeling, (P) perceiving, and (J) judging (Keirsey, 1984).

Keirsey then developed four temperaments from the eight subgroups. Nearly every developer of the temperament idea has used a specific name to describe each temperament and Keirsey was no different. He chose to describe temperaments by the name of the Greek god who most closely resembled the characteristics of the temperament.

Keirsey called the sensory/perceiving (SP) group the Dionysian Temperament since Dionysus was the Greek god of merriment. He described these individuals as free spirits who didn't wish to be tied down. "Dionysians frequently are described by friends as exciting, optimistic, cheerful, light-hearted, and full of fun" (Keirsey, 1984, p. 33).

The sensory/judging (SJ) people Keirsey referred to as the Epimethean Temperament since in Greek mythology, Epi-

metheus was the dutiful, conscientious son of Zeus. According to Dr. Keirsey, these people, the SJ's, are the ones who maintain our society. They feel the obligation to serve and are dedicated to "...social norms and institutions" (Keirsey, 1984, p. 46).

The intuitive/thinking (NT) individuals were described as the Promethean Temperament. Prometheus was the Greek god who, in mythology, gave man fire at great personal cost to himself. The people of this temperament tend toward mastery and competence. They are cognizant of speakers' credentials and are highly individualistic, exacting in standards, and demanding of self and those around them. They also tend to be future oriented.

Completing this quadratic typology are the intuitive/feeling (NF) people referred to as the Apollonian Temperament after the Greek god Apollo whose mythological mission was to bring light to man each day. Keirsey described the NF's as people who must have a mission. They seek not to serve man, but to develop the fullest potential in man. "Work directed toward midwifing people into becoming kinder, warmer, and more loving human beings appeals to NFs" (Keirsey, 1984, p. 62).



## Supervision

Throughout history, supervisory styles have ranged from total autocracy to complete democracy with most falling somewhere toward the middle. Supervision of subordinates, whether in education, the business world, or the military, has traditionally been an autocratic process through which the worker often was told what was to be done and how it was to be done, "or else." Although this style still exists, Peters (1987), Sergiovanni (1980), and others point to changes.

Supervision in education has been heavily discussed in education research literature. An ERIC search alone revealed more than 10,000 documents dealing with some aspect of supervision in education; however, few of the documents dealt with both supervision and any ideas resembling the temperament concept.

By law, education supervisors, usually principals, spend an enormous amount of time in supervision and evaluation duties. These supervisors have certification requirements which include course work above the masters degree with a minimum of one course in supervision. The supervision which a supervisor applies within the law is most often determined by district policy and personal style.

Many writers who discuss educational supervision lean toward a form which is often called "Clinical Supervision."

This form of supervision is oriented toward a relationship between the supervisor and supervised individual which promotes growth and improvement of instruction. This relationship permits the supervisor to adjust the supervision to fit the needs of the individual teacher. McNergney and Carrier, however, felt the original concept of Clinical Supervision to be "...too narrowly defined..." and needed "... a broader conceptual base" (McNergney and Carrier, 1981, p. 7). They proposed broadening that base by providing for a "...teacher's individual needs."

The idea of providing for the individual needs of employees during supervision has been discussed in the business community for some time. McGregor (1960, p. 45) looked at employee/supervisor relations and said, "Have we not recognized the importance of people and made vitally significant changes in managerial strategy as a consequence?" Chris Argyris (1975) focused on how individual needs and organizational needs could be recognized together. Peters and his colleagues (1982, 1987), suggested excellent companies were excellent because, among other reasons, individual employee needs and differences were recognized and addressed. For those who contended that such a supervisory system could only work in the business world, Peters (1987) provided what he called, "Public Parallels" for application to government and schools.

Jack Frymier, in his introduction to Glickman's book, Supervision of Instruction, A Developmental Approach, states:

The thrust of Professor Glickman's Thesis is that teachers are different...and that schools can become different, better places if those who work with teachers day in and day out accept the reality of teachers' differences...(Glickman, 1985, p. XIII).

This changing attitude toward supervision requires an individual supervisor who is aware and accepting of differences and who is willing to adjust his/her style to fit the teacher rather than attempt to reshape the teacher to his/her style. It also requires a supervisor willing to consider ways of analyzing preference for supervision.

#### Temperament and Supervision

Arnold Henjum, writing in the National Association of Secondary School Principal's Bulletin (1984), suggested that a principal could provide better supervision of teachers, improve communications within the school, and even make the school a better place by developing an understanding of the individual personality (temperament) differences in the teachers to be supervised and by making adjustments according to those differences. This belief implies that these differences can be understood and that rather than a "one size fits all" style of supervision for all educators, custom supervision can be developed based upon these understandings.

Sizer (1985) and Goodlad (1984) both suggested that all involved in the schooling process may benefit when supervisory adjustments are made to reflect individual needs and differences. Weller (1982), recommended that supervisors (principals) study Maslow (1954) and his hierarchy of needs if they want to retain quality teachers.

### Supervision Types

For the purpose of this study, three major types of supervision will be considered: directive, collaborative, and non-directive. Each type has been clearly defined by Glickman (1985) and definitions are found in Chapter I.

Directive supervision is marked by the supervisor observing performance and giving specific instructions for improvement. Collaborative supervision entails a joint effort between the supervisor and supervised individual in which agreement is reached upon what is to be observed, analysis of observation data, and directions to take for improvement. Non-directive supervision is facilitative; the supervisor assumes competency of the supervised individual and provides materials and support as requested.

Goodlad (1984) recommended collaborative supervision and suggested most teachers probably preferred this style. Ngugi (1984) found, in Mississippi, that most teachers preferred collaborative supervision for curriculum, materials and facilities, staff development, and evaluation.

Sistrunk concurred that these types of supervision do exist but added that there is a shortage of general data about supervision and about specific data "...in the areas of teacher reaction to supervisory behavior..." (Sistrunk, 1981, p. 1). To this end, he developed the Supervisory Behavior Description Questionnaire (SBDQ) as an instrument to help discover educator attitudes toward supervision.

Sistrunk's initial administration of the SBDQ showed a marked tendency among respondents toward a preference for directive supervision in some sub-task areas, but, overall, "...no significant differences in choice of mode of supervisory behavior were attributable to level of education, administrative experience, or level of assignment" (Sistrunk SBDQ Manual, 1981).

### Summary

Reviewed in Chapter II have been the rather limited literature sources dealing with the concept that a preference for supervision may be determined by one's particular temperament. Temperament theory has existed since ancient times and has been somewhat explored in the common industrial work place, but has seen little application in education.

Noted theoreticians in the behavioral sciences agree that human differences account for much of the variety of behavior which falls within the normal range. While appli-

cation of temperament theory, in whatever guise, has been seen to be as beneficial in the business community, little research has been done with regard to temperament and educators.

## CHAPTER III

### RESEARCH DESIGN

#### Introduction

This chapter will describe the sample and the population from which it was taken, the instrumentation used with the sample, and the method of data collection and analysis.

#### Population and Sample

The population for this study included all certified educators employed in the state of Oklahoma for the school year 1987-1988; the list was provided by the Oklahoma State Department of Education, Finance Division. The population included teachers, counselors, librarians, principals, superintendents, and any other individuals who held certificates and were employed during the 1987-1988 school year. The listing contained more than 40,000 names and locations of employment.

A table of computer generated random numbers was used to select the sample. Each name in the listing was assigned a number according to its alphabetical position. Names that corresponded to the random number assignment

were selected for the study and recorded along with data concerning district of employment.

Approximately 1% of the total population was selected for the mailing, with a total of 440 names and school addresses secured from the State Department of Education Data. The demographics of the respondents and the target population were similar in important ways (see Table I).

Gender in the target and sample respondent populations was nearly identical as was level of assignment. There was a difference in the level of degree held with the sample respondents holding bachelors degrees about 15% smaller than the target population and the number in the sample respondents holding masters degrees about 15% larger than the target population. This is probably accounted for by a tendency for holders of higher degrees to be more responsive to research.



TABLE I  
RESPONDENT AND TARGET POPULATION DEMOGRAPHICS

Variable	Respondents	Target Pop.
Gender Male	28.9%	28.5%
Gender Female	71.1%	71.5%
Bachelors Degree	37.1%	52.6%
Masters Degree	61.3%	46.7%
Doctors Degree	1.6%	.7%

The mailing included 208 districts of which respondents from 81 districts returned their questionnaires. Of the respondents, 90.6% indicated they were from independent districts as compared to the state with 609 state districts of which 75% are independent. Those responding indicated they were from slightly more rural districts, 54.7% than urban districts, 45.3%. Provided in Table II is further demographic information.

The information concerning dependence or independence of their district and the urban or rural nature of their schools was strictly a personal evaluation by the respondents; accuracy was not assessed.

TABLE II  
RESPONDENT DEMOGRAPHIC INFORMATION

---

<u>Primary Responsibility</u>	
Teacher	85.2%
Counselor	3.9%
Principal	8.6%
Superintendent	2.3%
Average Age	42.5 years
Average Time in Current School	9 years
<u>Marital Status</u>	
Single	6.5%
Married	82.9%
Divorced	7.5%
Widow/Widower	3.1%
<u>Professional Membership</u>	
Oklahoma Education Association	66.4%
Oklahoma Federation of Teachers	1.6%
Membership in Neither	23.4%
Other Membership	8.6%

---

The respondents totaled 132 individuals accounting for a 33.1% response rate. Although this response rate was not as large as was hoped, it was expected that due to the length of the questionnaire and the mailing during the holiday season, there might be a low response rate. What is important, however, is that the respondents did tend to reflect the target population.

#### Instrumentation

##### The Supervisory Behavior Description Questionnaire

Many instruments have been developed to measure individual's attitudes toward supervision. For the purpose of this study, Walter Sistrunk's Supervisory Behavior Description Questionnaire was used to look at both observed behavior and preferred behavior of supervisors as perceived by the educator (See Appendix B).

This instrument comes in two forms. Form one is "...an ordinal scale composed of eight task areas and 53 triads of items" (Sistrunk, 1981, p. 2). Among the triads are three descriptions of behavior which pertain to the task area. Each description falls into one category, either Directive, Collaborative, or Non-directive supervision. Form two uses adjectives to describe behavior as "satisfying/dissatisfying, pleasant/unpleasant, motivating/non-motivating" (Sistrunk, 1981, p. 2).

Form One and Form Two are equivalent instruments yielding similar information. Although Form Two does give some additional information concerning satisfaction and motivation, this information was deemed unnecessary to the current study. Form One was selected for the questionnaire due to its ease of administration, shorter completion time, and ease of scoring and analysis. For most individuals, Form One takes 15 to 30 minutes to complete. Scores for general preference and subscale preference for supervision are easily computed and yield data which are easily analyzed.

Sistrunk established validity for the instrument through a review of the literature, through factor analysis, and through a canonical correlation of the forms with each other (Sistrunk, 1981, p. 6). Reliability Alpha Coefficients were .89 for Non-directive, .92 for Directive, and .93 for Collaborative (Sistrunk, 1981, p. 8).

#### The Keirsev Temperament Sorter

The measurement of temperament is inexact at best, due to the problems associated with attempting to quantify human behavior. Many instruments are available which offer reasonably acceptable descriptions which help characterize individuals. Cattels' 16PF is frequently used as is the Myers-Briggs Type Indicator; however, both are lengthy and

usually require extensive training and the presence of the trained individual to administer.

Since this study required an instrument which could provide a reasonable assessment of temperament, and could be completed through a mailed questionnaire, the Keirsey Temperament Sorter was selected. This instrument, developed by David Keirsey, is closely associated with the Myers-Briggs instrument, but is much shorter and requires no trained administrator.

The Keirsey Temperament Sorter consists of 70 incomplete statements, each followed by two selections. The respondent is forced to select one from the two selections. The answer form provides ease of scoring and the scorer can see at a glance the temperament category for each respondent (See Appendixes A and C).

Although Keirsey (1984, p. 4) agreed that instruments such as the Myers-Briggs Type Indicator provide the most accurate description of temperament, he also stated that the Temperament Sorter provides a satisfactory "portrait" of individual behavior. The Sorter provides scores for eight subgroups of items; sensation, intuition, thinking, feeling, perceiving, thinking, introversion, and extroversion; and four temperament categories, SJ (Epimethean), SP (Dionysian), NT (Promethean), and NF (Apollonian). See Appendix G and definitions in Chapter I for additional information about the temperaments.

## Data Collection

Each member of the sample was mailed an instrument identified as the "Supervisory Preference Questionnaire" which contained a demographic questionnaire, the Keirsev Temperament Sorter, and the Supervisory Behavior Description Questionnaire (See Appendixes A, B, and C). Each author had previously, through correspondence, given permission to use his instrument and acknowledgement of this fact was included on the questionnaire cover.

The questionnaire was mailed on November 30, 1988, accompanied by a cover letter indicating the cooperation of the Oklahoma Public School Research Council in the survey. Members of the sample were assured of the confidentiality of their replies. The sample members were asked to return only the answer form and to discard the questionnaire.

After a two week-period to allow time for completion and return of the questionnaire, a follow-up letter was mailed to all members of the sample thanking those who had already responded and requesting those who had not returned their questionnaires to do so. Copies of the correspondence can be found in Appendix D.

## Scoring of Instruments

Both instruments and answer forms were designed for ease of scoring. In each case, the answer forms needed

only a simple counting of scores to determine temperament or preference for supervision in general or for the subscales.

#### Statistical Treatment of the Data

A one-way analysis of variance was used to examine the variance between temperament and preference for supervision. Where significance was found, the Bartlett Test for Homogeneity of Variance was conducted to insure validity of significance. To provide additional information about the data gathered, one-way analysis of variance was also conducted on selected demographic data and preference for supervision. In both situations, preference was examined for general and subscale preference for supervision.

A Chi-square was also computed to examine expected and observed distribution of temperaments and preference for supervision.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

This chapter reports an analysis of data collected from 132 respondents to the Supervisory Preference Questionnaire, which consisted of a demographic questionnaire, the Keirsey Temperament Sorter (KTS), and The Supervisory Behavior Description Questionnaire (SBDQ). The KTS was used to determine a general temperament category for each respondent and the SBDQ was used to determine each Respondent's preference for directive, collaborative, or non-directive supervision. The purpose of this study was to examine the possibility that educators of different temperaments might exhibit different preferences for particular kinds of supervision. The data were analyzed using a one-way analysis of variance generated by the SYSTAT statistical analysis program, which provided only marginal clues as to the relationship between temperament and preference for supervision. Taken in toto, belonging to a given temperament group did not indicate that a subject was likely to prefer a given style of supervision. This was confirmed by a non-significant chi-square of 3.848, probability of .697.

The results will be presented in five parts, 1) Demographic Data, 2) Temperament Data , 3) Supervisory Prefer-



ence Data, 4) Differences between Temperament data and Supervisory Preference data, and 5) Additional analysis to add to an understanding of the data.

#### Demographic Data

The demographic data have been divided into two groups representing personal and professional information. The target population included all certified educators employed in the state of Oklahoma during the 1987-1988 school year.

#### Professional Information

Most respondents were classroom teachers, accounting for 85.6% of the sample. Many, 77.1%, were members of professional organizations with 68% acknowledging membership in the Oklahoma Education Association. The sample was nearly evenly divided between rural and urban districts with 53% representing rural districts and 47% from urban districts, and of these, 90.1% were from independent districts. More than half of the respondents, 54.6%, came from schools of more than 400 students. Just over half, 50.8%, were secondary teachers with 49.2% being elementary teachers. Nearly two-thirds of the sample, 62.9%, held a masters or higher degree with the remainder, 37.1% holding at least a bachelors but less than a masters degree. The data on professional variables are displayed in Table III.

### Personal Information

Of the respondents, 72% were female and 28% were male. Their average age was 42.5 years and their average teaching experience was 14 years. The data on personal variables are presented in Table IV.

TABLE III  
PROFESSIONAL INFORMATION

Variables	Frequency	Percentage
<u>Degree*</u>		
Bachelors	49	37.1
Masters	81	61.4
Doctors	2	1.5
<u>Level</u>		
Elementary	65	49.2
Secondary	67	50.8
<u>District Location</u>		
Rural	70	53.0
Urban	62	47.0
<u>District Type</u>		
Independent	120	90.9
Dependent	12	9.1

TABLE III (Continued)

Variables	Frequency	Percentage
<u>Primary Responsibility</u>		
Teacher	113	85.6
Principal	11	8.3
Counselor	5	3.8
Superintendent	3	2.3
<u>Teaching Experience in Years</u>		
1-10	46	34.8
11-20	62	46.9
21-30	22	16.6
31-40	2	1.5
<u>Membership</u>		
OEA/NEA	90	68.2
OFT/AFT	2	1.5
Neither	30	22.7
Other	10	7.6

\*See Table I for a comparison with Target population.

TABLE IV  
PERSONAL INFORMATION

Variable	Frequency	Percentage
<u>Gender*</u>		
Male	37	28.0
Female	95	72.0
<u>Age in Years</u>		
25-35	28	21.3
36-45	55	41.6
46-55	39	29.6
56-65	10	7.5
<u>Marital Status</u>		
Single	9	6.9
Married	110	83.3
Divorced	9	6.8
Widow/Widower	4	3.0

\*See Table I for some comparisons with target population.

See Appendix E for general demographic information.

### Temperament Data

The Keirseley Temperament Sorter revealed the majority of the sample, 67.4%, to be of the SJ or Epimethean temperament category, while 15.2% were of the NF or Apollonian temperament category. The NT or Promethean temperament category accounted for 7.6% of the sample, no members of the sample were of the SP or Dionysian temperament category, and 9.8% had temperament scores that were too close to classify under any temperament category due to a tie in Sensation and Intuition (S & N) scores. These data are found in Table V.

TABLE V  
TEMPERAMENT CATEGORY CLASSIFICATIONS

Variable	Frequency	Percentage
SJ Epimethean	89	67.4
SP Dionysian	00	00.0
NT Promethean	10	7.6
NF Apollonian	20	15.2
Too Close to Classify	13	9.8

Temperament scores by the temperament subgroups are shown in Table VI.

TABLE VI  
TEMPERAMENT SCORES BY SUBGROUPS

Scores Grouped by Variable	Frequency	Percentage
<u>Extraversion (E)</u>		
0-5	53	40.2
6-10	79	59.8
<u>Introversion (I)</u>		
0-5	91	68.9
6-10	41	31.1
<u>Sensation (S)</u>		
0-10	42	31.8
11-20	90	68.2
<u>Intuition (N)</u>		
0-10	101	76.5
11-20	31	23.5
<u>Thinking (T)</u>		
0-10	67	50.8
11-20	65	49.2
<u>Feeling (F)</u>		
0-10	81	61.4
11-20	51	38.6

TABLE VI (Continued)

Variables	Frequency	Percentage
<u>Judging (J)</u>		
0-10	10	7.6
11-20	122	92.4
<u>Perceiving (P)</u>		
0-10	127	96.2
11-20	5	3.8

Scores for each temperament variable were divided into high or low score based on the midpoint of the scale. Scores from 0 to 5 on a 10 point scale and 0 to 10 on a 20 point scale were considered low. Scores from 6 to 10 on a 10 point scale and 11 to 20 on a 20 point scale were considered high. It is common to divide high and low score by the midpoint value on the scale rather than by an even split based on frequency since the midpoint value is always a constant reference.

Examination of the scores in Table VI revealed consistency with scores in Table V. The very high percentage (96.2) who scored 10 or less on the Perceiving scale was consistent with no respondent being classified in the SP Dionysian temperament. The very high percentage (92.4)

who scored 11 or more on the Judging scale was consistent with the large number of respondents who were classified in the SJ Epimethean temperament. Scoring for the four temperaments is reported in Table VII.

TABLE VII  
TEMPERAMENT SCORES BY TEMPERAMENT CATEGORY\*

Variable	Frequency	Percentage
<u>SJ Epimethean</u>		
0-20	12	9.1
21-40	120	90.9
<u>SP Dionysian</u>		
0-20	119	90.2
21-40	13	9.8
<u>NT Promethean</u>		
0-20	95	72.0
21-40	37	28.0
<u>NF Apollonian</u>		
0-20	95	72
21-40	37	28.0

\*See Chapter I for definitions of temperament categories, and Chapter II and Appendix G for further explanations of temperaments.



High judging and low perceiving scores coupled with the tendency toward Sensation over Intuition (found in Table VI) accounted for the large percentage of the sample who fell into the Epimethean temperament as shown in Table VII.

#### Supervisory Preference Data

The Supervisory Behavior Description Questionnaire yields 11 scores. Three scores revealed a general preference for directive, collaborative, or non-directive supervision. The remaining eight scores were subscales revealing preference for supervision in curriculum, instruction, staffing, materials, staff development, special student services, developing community relations, and evaluation of instruction.

The respondents to this study showed a strong tendency toward collaborative supervision with 73.5% selecting this style overall. Those preferring directive supervision accounted for 15.9% of the sample and those preferring non-directive supervision accounted for 10.6%. These data are presented in Table VIII.

TABLE VIII  
GENERAL PREFERENCE FOR SUPERVISION

Variables	Frequency	Percentage
<u>Supervisory Style</u>		
Directive	21	15.9
Collaborative	97	73.5
Non-directive	14	10.6

The general preference for collaborative supervision carried over into five of the eight subscales. For curriculum, 79.5% preferred collaborative supervision as did 53% for instruction, and 59.8% for staff development. special student services showed 59.1% with a collaborative preference and 71.2% preferred collaboration for evaluation. Presented in Table IX are data for the eight subscales and preference for each style of supervision. Those whose preference scores were tied in two or more categories were listed as "no preference."

TABLE IX  
SBDQ SUBSCALE PREFERENCE FOR SUPERVISION

Variable	Frequency	Percentage
<u>Curriculum</u>		
No Preference	2	1.5
Directive	5	3.8
Collaborative	105	79.5
Non-directive	20	15.2
<u>Instruction</u>		
No Preference	10	7.6
Directive	7	5.3
Collaborative	70	53.0
Non-directive	45	34.1
<u>Staffing</u>		
No Preference	28	21.2
Directive	41	31.1
Collaborative	46	34.8
Non-directive	17	12.9
<u>Materials</u>		
No Preference	24	18.2
Directive	43	32.6
Collaborative	59	44.7
Non-directive	6	4.5

TABLE IX (Continued)

Variable	Frequency	Percentage
<u>Staff Development</u>		
No Preference	7	5.3
Directive	24	18.2
Collaborative	79	59.8
Non-directive	22	16.7
<u>Special Student Services</u>		
No Preference	8	6.1
Directive	38	28.8
Collaborative	78	59.1
Non-directive	8	6.1
<u>Developing Community Relations</u>		
No Preference	14	10.6
Directive	47	35.6
Collaborative	59	44.7
Non-directive	12	9.1
<u>Evaluation of Instruction</u>		
No Preference	13	9.8
Directive	13	9.8
Collaborative	94	71.2
Non-directive	12	9.1

As shown in Table IX, the sample was most diverse in supervisory preference in the subscale areas of staffing and materials. In each of these areas, the combined scores for "no preference" and "directive" slightly exceeded the combined scores for "collaborative" and "non-directive." The other six subscales showed a marked preference for collaborative or non-directive supervision over directive supervision or "no preference."

### Temperament and Supervision

To explore the relationship of temperament and supervision, a one-way analysis of variance was conducted. Where significance was found, the Bartlett Test for Homogeneity of Variance was conducted to insure validity of significance.

#### Temperament Categories and Preference for Supervision

For the purpose of the analysis of variances, temperament categories were converted from raw score variables to categorical variables based on the mid-point on the possible raw score. Those whose scores were equal to, or less than, the mid point were categorized as low, and those whose score were greater than the mid point were categorized as high.

When examining high and low scores in the general temperament category SJ (Epimethean), a significant difference was found ( $P < .05$ ) in preference for directive supervision as shown in Table X.

TABLE X  
SJ (EPIMETHEAN) TEMPERAMENT AND  
DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
SJ Temperament	430.265	1	430.265	5.007	0.027*
Error	11170.705	130	85.929		
Total	11600.97	131	516.194		

\* $P < .05$

Low scores in the SJ category yielded a directive mean of 32.0 while high scores in the SJ category yielded a directive mean of 42.0. Those respondents with high scores in the SJ category were significantly more likely to prefer directive supervision while low scores were significantly less likely to prefer directive supervision.

The Bartlett Test for Homogeneity of Variance in Table X yielded a probability of .062 which is greater than .05 and indicated Homogeneity of Variance.

No significant difference in preference for collaborative supervision was found between high and low scores in the SJ category as shown in Table XI.

TABLE XI  
SJ (EPIMETHEAN) TEMPERAMENT AND  
COLLABORATIVE SUPERVISION

Source	SS	DF	MS	F	P
SJ Temperament	166.824	1	166.824	0.995	0.320
Error	21805.146	130	167.732		
Total	21971.97	131	334.556		

No significant difference in preference for non-directive supervision was found between high and low scores in the SJ Temperament category as shown in Table XII.

TABLE XII  
 SJ (EPIMETHEAN) TEMPERAMENT AND  
 NON-DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
SJ Temperament	62.172	1	62.172	0.779	0.379
Error	10368.707	130	79.759		
Total	10430.879	131	141.931		

When comparing high and low scores in the SP Dionysian temperament, a significant difference in preference for directive supervision was found as shown in Table XIII. Low scores in the SP category yielded a directive mean of 33.0 while high scores in the SP category yielded a directive mean of 42.0. Respondents with high scores in the SP category were significantly more likely to prefer directive supervision while low scores were significantly less likely to prefer directive supervision.



TABLE XIII  
 SP (DIONYSIAN) TEMPERAMENT AND  
 DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
SP Temperament	781.334	1	781.334	9.388	0.003*
Error	10819.636	130	83.228		
Total	11600.97	131	864.562		

\*P<.05

The Bartlett Test for Homogeneity of Variance in Table XIII yielded a probability of .053 which, while greater than .05 is so close as to make homogeneity of variance and validity of significance suspect.

A significant difference in preference for collaborative supervision was found when comparing high and low scores on the SP Dionysian temperament as shown in Table XIV. Low SP scores yielded a collaborative mean of 53.0 and high SP scores yielded a collaborative mean of 26.550 indicating low SP scores significantly more likely to prefer collaborative supervision while high scores were significantly less likely to prefer collaborative supervision.

The Bartlett Test for Homogeneity of Variance in Table XIV yielded a probability of .867 which is greater than .05 indicating homogeneity of variance.

TABLE XIV  
SP (DIONYSIAN) TEMPERAMENT AND  
COLLABORATIVE SUPERVISION

Source	SS	DF	MS	F	P
SP Temperament	652.134	1	652.134	3.976	0.048*
Error	21319.836	130	163.999		
Total	21971.96	131	816.133		

$P < .05$

When high and low scores in the SP Dionysian temperament category were compared, no significant difference was found in preference for non-directive supervision as shown in Table XV.

TABLE XV  
SP (DIONYSIAN) TEMPERAMENT AND  
NON-DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
SP Temperament	23.645	1	23.645	0.295	0.588
Error	10407.233	130	80.056		
Total	10430.878	131	103.701		

Comparing high and low scores in the NT Promethean temperament found no significant difference in preference for directive supervision as shown in Table XVI.

TABLE XVI  
NT (PROMETHEAN) TEMPERAMENT AND  
DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
NT Temperament	82.433	1	82.433	0.930	0.337
Error	11518.536	130	88.604		
Total	11600.969	131	171.037		

No significant difference in preference for collaborative supervision was found when comparing high and low scores in the NT Promethean temperament category as shown in Table XVII.

TABLE XVII  
NT (PROMETHEAN) TEMPERAMENT AND  
COLLABORATIVE SUPERVISION

Source	SS	DF	MS	F	P
NT Temperament	521.465	1	521.465	3.160	0.078
Error	21450.505	130	165.004		
Total	21971.97	131	686.469		

No significant difference in preference for non-directive supervision was found when comparing high and low scores in the NT Promethean temperament category as shown in Table XVIII.

TABLE XVIII  
 NT (PROMETHEAN) TEMPERAMENT AND  
 NON-DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
NT Temperament	269.959	1	269.959	3.454	0.065
Error	10160.920	130	78.161		
Total	10430.879	131	348.12		

A significant difference in preference for directive supervision was found when comparing high and low scores in the NF Apollonian category as shown in Table XIX. Low scores in the NF category yielded a directive mean of 42.0 while high scores in the NF category yielded a directive mean of 30.0 indicating those with low NF scores significantly more likely to prefer directive supervision and those with high NF scores significantly less likely to prefer directive Supervision.

TABLE XIX  
 NF (APOLLONIAN) TEMPERAMENT AND  
 DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
NF Temperament	589.712	1	589.712	6.962	0.009*
Error	11011.258	130	84.702		
Total	11600.97	131	674.414		

P<.05

The Bartlett Test for Homogeneity of Variance in Table XIX yielded a probability of .060 which is greater than .05 indicating Homogeneity of Variance.

A significant difference in preference for collaborative supervision was found when comparing high and low scores for the NF Apollonian temperament category as shown in Table XX. Those with low scores in the NF category yielded a collaborative mean of 53.0 while those with high scores in the NF category yielded a collaborative mean of 31.164 indicating that low NF scores were significantly more likely to prefer collaborative supervision while high NF scores were significantly less likely to prefer collaborative supervision.

TABLE XX  
 NF (APOLLONIAN) TEMPERAMENT AND  
 COLLABORATIVE SUPERVISION

Source	SS	DF	MS	F	P
NF Temperament	646.222	1	646.222	3.939	0.049*
Error	21325.748	130	164.044		
Total	21971.97	131	810.266		

P<.05

The Bartlett Test for Homogeneity of Variance in Table XX yielded a probability of .436 which is greater than .05 indicating Homogeneity of Variance.

No significant difference in preference for non-directive supervision was found when comparing high and low scores in the NF Apollonian temperament category as shown in Table XXI.

TABLE XXI  
 NF (APOLLONIAN) TEMPERAMENT AND  
 NON-DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
NF Temperament	0.020	1	0.020	0.000	0.988
Error	10430.859	130	80.237		
Total	10430.879	131	80.257		

Supervision Subscale Preferences for  
 Supervision and Temperament  
 Categories

For the eight supervision subscales, four preferences were categorized: no preference, directive preference, collaborative preference, and non-directive preference. These were analyzed with regard to raw scores in the four Temperament categories for significant variations in the means. Scores tied in one or more preferences were categorized as "no preference."

A significant difference in SJ temperament means was found for the curriculum subscale as shown in Table XXII, however, the Bartlett Test for Homogeneity of Variance yielded a probability of .012 which is less than .05 indicating a lack of homogeneity of variance. Significance is



suspect. No preference had an SJ mean of 22.0, directive preference had an SJ mean of 30.4, collaborative preference had an SJ mean of 28.543, and non-directive preference had an SJ mean of 24.850.

TABLE XXII  
CURRICULUM SUPERVISION PREFERENCES AND  
SJ TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	329.920	3	109.973	3.564	.016*
Within Groups	3949.807	128	30.858		
Totals	4279.727	131	140.831		

$P < .05$  Bartlett  $P = .012 < .05$ , Significance Suspect

No analysis was done on curriculum supervision preference and the SP temperament due to lack of variance.

No significant difference was found among curriculum supervision preferences and NT temperament scores as shown in Table XXIII.

TABLE XXIII  
CURRICULUM SUPERVISION PREFERENCES AND  
NT TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	84.465	3	28.155	1.537	0.208
Within Groups	2345.262	128	18.322		
Total	2429.727	131	46.777		

No significant relationship was found among curriculum supervision preferences and the NF temperament scores as shown in Table XXIV.

TABLE XXIV  
CURRICULUM SUPERVISION PREFERENCES AND  
NF TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	176.686	3	58.895	1.573	0.199
Within Groups	4791.700	128	37.435		
Total	4968.386	131	96.33		

For the instruction subscale, no significant difference was found among instruction supervision preferences and SJ temperament scores as shown in Table XXV.

TABLE XXV  
INSTRUCTION SUPERVISION PREFERENCES AND  
SJ TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	64.521	3	21.507	0.653	0.582
Within Groups	4215.206	128	32.931		
Total	4279.727	131	54.438		

No significant difference was found among instruction supervision preferences and SP temperament scores as shown in Table XXVI.

TABLE XXVI  
INSTRUCTION SUPERVISION PREFERENCES AND  
SP TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	29.459	3	9.820	0.751	0.524
Within Groups	1673.511	128	13.074		
Total	1702.967	131	22.894		

No significant difference was found among instruction supervision preferences and NT temperament scores as shown in Table XXVII

TABLE XXVII  
INSTRUCTION SUPERVISION PREFERENCE  
AND NT TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	26.713	3	8.904	0.474	0.701
Within Groups	2403.014	128	18.774		
Total	2429.727	131	27.678		

No significant difference was found among instruction supervision preferences and NF temperament scores as shown in Table XXVIII.

TABLE XXVIII  
INSTRUCTION SUPERVISION PREFERENCES AND  
NF TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	39.275	3	13.092	0.340	0.796
Within Groups	4929.111	128	38.509		
Total	4978.386	131	51.601		

For the staffing subscale, no significant difference was found among staffing supervision preferences and SJ temperament scores as shown in Table XXIX.

TABLE XXIX  
STAFFING SUPERVISION PREFERENCES AND  
SJ TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	46.177	3	15.392	0.465	0.707
Within Groups	4233.550	128	33.075		
Total	4279.727	131	48.467		

No significant difference was found among staffing supervision preferences and SP temperament scores as shown in Table XXX.

TABLE XXX  
STAFFING SUPERVISION PREFERENCES AND  
SP TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	41.896	3	13.965	1.076	0.362
Within Groups	1661.074	128	12.977		
Total	1702.97	131	26.942		

No significant difference was found among staffing supervision preference and NT temperament scores as shown in Table XXXI.

TABLE XXXI  
STAFFING SUPERVISION PREFERENCE AND  
NT TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	21.588	3	7.196	0.382	0.766
Within Groups	2408.139	128	18.814		
Total	2429.727	131	26.01		

No significant difference was found among staffing supervision preferences and NF temperament scores as shown in Table XXXII.

TABLE XXXII  
STAFFING SUPERVISION PREFERENCES AND  
NF TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	111.185	3	37.062	0.977	0.406
Within Groups	4857.202	128	37.947		
Total	4968.387	131	75.009		

For the materials subscale, no significant difference was found among materials supervision preferences and SJ temperament scores as shown in Table XXXIII.

TABLE XXXIII  
MATERIALS SUPERVISION PREFERENCE AND  
SJ TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	59.033	3	19.678	0.597	0.618
Within Groups	4220.695	128	32.974		
Total	4279.728	131	52.652		



No significant difference was found among materials supervision preferences and SP temperament scores as shown in Table XXXIV.

TABLE XXXIV  
MATERIALS SUPERVISION PREFERENCES AND  
SP TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	57.079	3	19.026	1.480	0.223
Within Groups	1645.891	128	12.859		
Total	1702.97	131	31.885		

No significant difference was found among materials supervision preferences and NT temperament scores as shown in Table XXXV.

TABLE XXXV  
MATERIALS SUPERVISION PREFERENCES AND  
NT TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	0.055	3	0.018	0.001	0.120
Within Groups	2429.673	128	18.982		
Total	2429.728	131	19.000		

No significant difference was found among materials supervision preferences and NF temperament scores as shown in Table XXXVI.

TABLE XXXVI  
MATERIALS SUPERVISION PREFERENCES AND  
NF TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	220.414	3	73.471	1.981	0.120
Within Groups	4747.972	128	37.094		
Total	4968.386	131	110.565		

For the staff development subscale, no significant difference was found among staff development supervision preferences and SJ temperament scores as shown in Table XXXVII.

TABLE XXXVII  
STAFF DEVELOPMENT SUPERVISION PREFERENCE  
AND SJ TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	19.666	3	6.555	0.197	0.898
Within Groups	4260.061	128	33.282		
Total	4279.727	131	39.837		

No significant difference was found among staff development supervision preferences and SP temperament scores as shown in Table XXXVIII.

TABLE XXXVIII  
STAFF DEVELOPMENT SUPERVISION PREFERENCES  
AND SP TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	25.808	3	8.603	0.657	0.580
Within Groups	1677.161	128	13.103		
Total	1702.969	131	21.706		

No significant difference was found among staff development supervision preference and NT temperament scores as shown in Table XXXIX.

TABLE XXXIX  
STAFF DEVELOPMENT SUPERVISION PREFERENCE  
AND NT TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	114.096	3	38.032	2.102	0.103
Within Groups	2315.631	128	18.091		
Total	2429.727	131	56.123		

No significant difference was found among staff development supervision preferences and NF temperament scores as shown in Table XL.

TABLE XL  
STAFF DEVELOPMENT SUPERVISION PREFERENCES  
AND NF TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	40.056	3	13.352	0.347	0.792
Within Groups	4928.330	128	38.503		
Total	4968.386	131	51.855		

For special student services, no significant difference was found among special student services supervision preference and SJ temperament scores as shown in Table XLI.

TABLE XLI  
SPECIAL STUDENT SERVICES SUPERVISION PREFERENCES  
AND SJ TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	95.372	3	31.791	0.972	0.408
Within Groups	4184.356	128	32.690		
Total	4279.728	131	64.481		

No significant difference was found among special student services supervision preferences and SP temperament scores as shown in Table XLII.

TABLE XLII  
SPECIAL STUDENT SERVICES SUPERVISION PREFERENCES  
AND SP TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	88.541	3	29.514	2.340	0.076
Within Groups	1614.428	128	12.613		
Total	1702.969	131	42.127		

No significant difference was found among special student services supervision preferences and NT temperament Scores as shown in Table XLIII.

TABLE XLIII  
SPECIAL STUDENT SERVICES SUPERVISION PREFERENCES  
AND NT TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	22.174	3	7.391	0.393	0.758
Within Groups	2407.553	128	18.809		
Total	2429.727	131	26.20		

No significant difference was found among special student service supervision preference and NF temperament scores as shown in Table XLIV.

TABLE XLIV  
SPECIAL STUDENT SERVICES SUPERVISION PREFERENCE  
AND NF TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	40.224	3	13.408	0.348	0.790
Within Groups	4928.162	128	38.501		
Total	4968.386	131	51.909		

For developing community relations, no significant difference was found among developing community relations supervision preferences and SJ temperament score as shown in Table XLV.

TABLE XLV  
DEVELOPING COMMUNITY RELATIONS SUPERVISION  
PREFERENCES AND SJ TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	77.896	3	25.965	0.791	0.501
Within Groups	4201.832	128	32.827		
Total	4279.728	131	58.792		



No significant difference was found among developing community relations supervision preferences and SP temperament scores as shown in Table XLVI.

TABLE XLVI  
DEVELOPING COMMUNITY RELATIONS SUPERVISION  
PREFERENCES AND SP TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	89.355	3	29.785	2.363	0.074
Within Groups	1613.615	128	12.606		
Total	1702.97	131	42.391		

No significant differences were found among developing community relations supervision preferences and NT temperament scores as shown in Table XLVII.

TABLE XLVII  
DEVELOPING COMMUNITY RELATIONS SUPERVISION  
PREFERENCES AND NT TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	9.294	3	3.098	0.164	0.921
Within Groups	2420.433	128	18.910		
Total	2429.727	131	22.008		

No significant difference was found among developing community relations supervision preferences and NF temperament scores as shown in Table XLVIII.

TABLE XLVIII  
DEVELOPING COMMUNITY RELATIONS SUPERVISION  
PREFERENCES AND NF TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	171.314	3	57.105	1.524	0.211
Within Groups	4797.072	128	37.477		
Total	4968.486	131	94.582		

For evaluation, no significant difference was found among evaluation supervision preferences and SJ temperament scores as shown in Table XLIX.

TABLE XLIX  
EVALUATION SUPERVISION PREFERENCES  
AND SJ TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	189.017	3	63.006	1.971	0.122
Within Groups	4090.710	128	31.959		
Total	4279.727	131	94.965		

A significant difference was found among evaluation supervision preferences and SP temperament scores as shown in Table L. The no preference SP mean was 18.385, the directive SP mean was 18.077, the collaborative SP mean was 16.000, and the non-directive SP mean was 16.833. The Bartlett Test for Homogeneity of Variance yielded a probability of .309 which is greater than .05 indicating homogeneity of variance among the means.

TABLE L  
EVALUATION SUPERVISION PREFERENCES  
AND SP TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	103.303	3	34.434	2.755	0.045*
Within Groups	1599.667	128	12.497		
Total	1702.97	131	46.931		

P<.05

No significant difference was found among evaluation supervision preferences and NT temperament scores as shown in Table LI.

TABLE LI  
EVALUATION SUPERVISION PREFERENCES  
AND NT TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	30.300	3	10.100	0.539	0.657
Within Groups	2399.427	128	18.746		
Total	2429.727	131	28.846		

A significant difference was found among evaluation supervision preferences and NF temperament scores as shown in Table LII. The no preference NF mean was 16.615, the directive NF mean was 12.154, the collaborative NF mean was 17.840, and the non-directive NF mean was 16.833. The Bartlett Test for Homogeneity of Variance yielded a probability of .598 which is greater than .05 indicating homogeneity of variance among the means.

TABLE LII  
EVALUATION SUPERVISION PREFERENCES  
AND NF TEMPERAMENT

Source	SS	DF	MS	F	P
Between Groups	373.344	3	124.448	3.467	0.018*
Within Groups	4595.042	128	35.899		
Total	4968.386	131	160.347		

P<.05

Temperament Subgroups and Supervision

Preference

The relationship between high and low temperament subgroup scores and preference for supervision scores was examined, and each temperament subgroup was categorized into low or high based upon the midpoint score as the dividing point. Those who scored at or below the midpoint score were categorized as low and those who scored above the midpoint score were categorized as high.

No significant difference between preference for directive supervision and high and low scores in the extraversion subgroup was found as shown in Table LIII.

TABLE LIII  
EXTRAVERSION AND DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Extraversion	131.061	1	131.061	1.385	0.225
Error	11469.909	130	88.230		
Total	11600.97	131	219.291		

No significant difference was found between high and low scores in the extraversion subgroup and preference for collaborative supervision as shown in Table LIV.

Table LIV  
EXTRAVERSION AND COLLABORATIVE SUPERVISION

Source	SS	DF	MS	F	P
Extraversion	3.739	1	3.739	0.022	0.882
Error	21968.231	130	168.986		
Total	21971.97	131	172.725		

Shown in Table LV is no significant difference between high and low extraversion subgroup scores and a preference for non-directive supervision.

TABLE LV  
EXTRAVERSION AND NON-DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Extraversion	175.970	1	175.970	2.231	0.138
Error	10254.908	130	78.884		
Total	10430.878	131	254.854		

No significant difference was found when comparing high and low scores in the introversion subgroup and preference for directive supervision as shown in Table LV.

TABLE LVI  
INTROVERSION AND DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Introversion	153.583	1	153.583	1.744	0.189
Error	11447.387	130	88.057		
Total	11600.97	131	241.64		



No significant differences in preference for collaborative supervision was found between those who score low or high in the introversion subgroup as shown in Table LVII.

TABLE LVII  
INTROVERSION AND COLLABORATIVE SUPERVISION

Source	SS	DF	MS	F	P
Introversion	5.188	1	5.188	0.031	0.861
Error	21966.782	130	168.975		
Total	21971.97	131	174.163		

No significant difference in preference for non-directive supervision was found between those who scored high or low in the introversion subgroup as shown in Table LVIII.

TABLE LVIII  
INTROVERSION AND NON-DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Introversion	213.524	1	213.524	2.717	0.102
Error	10217.355	130	88.595		
Total	10430.879	131	302.119		

Shown in Table LIX is a significant difference ( $P < .05$ ) in preference for directive supervision between high and low scores in the sensation subgroup. Low scores on sensation yielded a directive mean of 11.288 while high scores on sensation yielded a directive mean of 15.260. Those with high sensation subgroup scores were significantly more likely to prefer directive supervision than respondents with low subgroup scores.

TABLE LIX  
SENSATION AND DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Sensation	514.813	1	514.813	6.037	0.015*
Error	11086.156	130	85.278		
Total	11600.969	131	600.091		

P<.05

The Bartlett Test for Homogeneity of Variance in Table LIX yielded a probability of .069 which is greater than .05 indicating Homogeneity of Variance.

When high and low scores for the sensation subgroup were compared no significant difference in preference for collaborative supervision was found as shown in Table LX.

TABLE LX  
SENSATION AND COLLABORATIVE SUPERVISION

Source	SS	DF	MS	F	P
Sensation	59.048	1	59.048	0.350	0.555
Error	21912.921	130	168.561		
Total	21971.969	131	227.609		

No significant difference was found when comparing high and low scores in the sensation subgroup with preference for non-directive supervision as shown in Table LXI.

TABLE LXI  
SENSATION AND NON-DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Sensation	267.236	1	267.236	3.418	0.067
Error	10163.642	130	78.182		
Total	10430.878	131	345.418		

No significant difference was found in preference for directive supervision when comparing high and low intuition subgroup scores as shown in Table LXII.

TABLE LXII  
INTUITION AND DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Intuition	265.728	1	265.728	3.048	0.083
Error	11335.242	130	87.194		
Total	11600.97	131	352.922		

No significant difference in preference for collaborative supervision was found between high and low intuition subgroup scores as shown in Table LXIII.

TABLE LXIII  
INTUITION AND COLLABORATIVE SUPERVISION

Source	SS	DF	MS	F	P
Intuition	149.113	1	149.113	0.888	0.348
Error	21822.857	130	167.868		
Total	21971.97	131	316.981		

No significant difference was found in preference for non-directive supervision between high and low scores in the intuition subgroup as shown in Table LXIV.

TABLE LXIV  
INTUITION AND NON-DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Intuition	42.287	1	42.287	0.529	0.468
Error	10388.592	130	79.912		
Total	10430.879	131	122.199		

No significant difference in preference for directive supervision was found between high and low scores in the thinking subgroup as shown in Table LXV.

TABLE LXV  
THINKING AND DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Thinking	216.343	1	216.343	2.470	0.118
Error	11384.626	130	87.574		
Total	11600.969	131	303.917		

A significant difference ( $P < .05$ ) was found in preference for collaborative supervision between high and low scores on the thinking subscale as shown in Table LXVI. Low scores on the thinking subscale yielded a collaborative mean of 31.179 while high scores on the thinking subscale yielded a collaborative mean of 26.723. Respondents with high scores on the thinking subscale were significantly less likely to prefer collaborative supervision while those with low scores on the thinking subscale were significantly more likely to prefer collaborative supervision.

TABLE LXVI  
THINKING AND COLLABORATIVE SUPERVISION

Source	SS	DF	MS	F	P
Thinking	655.104	1	655.104	3.995	0.048*
Error	21316.866	130	163.976		
Total	21971.97	131	819.08		

P<.05

The Bartlett Test for Homogeneity of Variance in Table LXVI yielded a probability of .649 which is greater than .05 indicating Homogeneity of Variance.

No significant difference in preference for non-directive supervision was found between high and low scores in the thinking Subgroup as shown in Table LXVII.



TABLE LXVII  
THINKING AND NON-DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Thinking	175.979	1	175.979	2.231	0.138
Error	10254.900	130	78.884		
Total	10430.879	131	254.863		

For the feeling subgroup, no significant difference in preference for directive supervision was found between high and low subgroup scores as indicated in Table LXVIII.

TABLE LXVIII  
FEELING AND DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Feeling	194.265	1	194.265	2.214	0.139
Error	11406.705	130	87.744		
Total	11600.97	131	282.009		

No significant difference in preference for collaborative supervision was found between high and low scores for the feeling subgroup as shown in Table LXIX.

TABLE LXIX  
FEELING AND COLLABORATIVE SUPERVISION

Source	SS	DF	MS	F	P
Feeling	569.029	1	569.029	3.456	0.065
Error	21402.941	130	164.638		
Total	21971.97	131	733.667		

No significant difference in preference for non-directive supervision was found between high and low scores for the feeling subgroup as shown in Table LXX.

TABLE LXX  
FEELING AND NON-DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Feeling	155.519	1	155.519	1.968	0.163
Error	10275.359	130	79.041		
Total	10430.878	131	234.56		

No significant difference in preference for directive supervision was found between high and low scores for the judging subgroup as shown in Table LXXI.

TABLE LXXI  
JUDGING AND DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Judging	5.971	1	5.971	0.067	0.796
Error	11594.999	130	89.192		
Total	11600.97	131	95.163		

No significant difference in preference for collaborative supervision was found between high and low scores for the judging subgroup as shown in Table LXXII.

TABLE LXXII  
JUDGING AND COLLABORATIVE SUPERVISION

Source	SS	DF	MS	F	P
Judging	14.721	1	14.721	0.087	0.768
Error	21957.249	130	168.902		
Total	21971.97	131	183.623		

When comparing high and low scores in the judging subgroup, it was found that there was no significant difference in preference for non-directive supervision as shown in Table LXXIII.

TABLE LXXIII  
JUDGING AND NON-DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Judging	65.284	1	65.284	0.819	0.367
Error	10365.595	130	79.735		
Total	10430.879	131	145.019		

No significant difference in preference for directive supervision was found when comparing high and low scores in the perceiving subgroup as shown in Table LXXIV.

TABLE LXXIV  
PERCEIVING AND DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Perceiving	5.971	1	5.971	0.067	0.796
Error	11594.999	130	89.192		
Total	11600.97	131	95.163		

No significant difference in preference for collaborative supervision was found when comparing high and low scores for the perceiving subgroup as shown in Table LXXV.

TABLE LXXV  
PERCEIVING AND COLLABORATIVE SUPERVISION

Source	SS	DF	MS	F	P
Perceiving	14.721	1	14.721	0.087	0.768
Error	21957.249	130	168.902		
Total	21971.97	131	183.623		

No significant difference in preference for non-directive supervision was found when comparing high and low scores in the perceiving subgroup as shown in Table LXXVI.

TABLE LXXVI  
PERCEIVING AND NON-DIRECTIVE SUPERVISION

---

Source	SS	DF	MS	F	P
Perceiving	65.284	1	65.284	0.819	0.367
Error	10365.595	130	79.735		
Total	10430.879	131	145.019		

---

### Additional Data Analysis

While not crucial to this study of the significance of temperament in supervisory preference, the demographic data were examined to explore possible significance in supervisory preference. No significance was found in the following areas: size of school, independence or dependence of the district, whether the school was rural or urban, the number of teachers in the school, the individual responsibility of each respondent, the age of the respondent, the gender of the respondent, the degree level of the respondent, the subject taught, the years of teaching experience, or marital status.

#### Significant Demographic Areas with a Preference for Supervision

Significance was found in two areas, grade level taught (elementary or secondary), and years in the school. Grade level taught was categorized as elementary (K-6) or secondary (7-12). Years in school was categorized according to the cumulative percentage of the respondents. The first 50 percent were categorized as low and the second 50 percent were categorized as high. The results are given in the following tables.



A significant difference was found between grade level taught and preference for directive supervision as shown in Table LXXVII. The elementary level directive supervision mean was 36.0 while the secondary level directive supervision mean was 42.0. Secondary level educators were significantly more likely to prefer directive supervision while elementary level educators were significantly less likely to prefer directive supervision.

TABLE LXXVII  
GRADE LEVEL TAUGHT AND DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
Grade Level	447.555	1	447.555	5.217	0.024*
Error	11153.414	130	85.795		
Total	11600.969	131	533.350		

$P < .05$

The Bartlett Test for Homogeneity of Variance yielded a probability of .871 which is greater than .05 indicating homogeneity of variance between the means.

No significant difference was found between grade level taught and preference for collaborative supervision as shown in Table LXXVIII.

TABLE LXXVIII  
GRADE LEVEL TAUGHT AND COLLABORATIVE  
SUPERVISION

Source	SS	DF	MS	F	P
Grade Level	315.251	1	315.251	1.892	0.171
Error	21656.718	130	166.590		
Total	21971.969	131	481.841		

No significant difference was found between grade level taught and a preference for non-directive supervision as shown in Table LXXIX.

TABLE LXXIX  
GRADE LEVEL TAUGHT AND NON-DIRECTIVE  
SUPERVISION

Source	SS	DF	MS	F	P
Grade Level	39.713	1	39.713	0.497	0.482
Error	10391.166	130	79.932		
Total	10430.879	131	119.645		

No significant difference was found between the years in school and a preference for directive supervision as shown in Table LXXX.

TABLE LXXX  
YEARS IN SCHOOL AND DIRECTIVE SUPERVISION

Source	SS	DF	MS	F	P
YrsInSch	1.265	1	1.265	0.014	0.905
Error	11599.705	130	89.228		
Total	11600.97	131	90.493		

No significant difference was found between years in school and a preference for collaborative supervision as shown in Table LXXXI.

TABLE LXXXI  
YEARS IN SCHOOL AND COLLABORATIVE  
SUPERVISION

Source	SS	DF	MS	F	P
YrsInSch	437.598	1	437.598	2.642	0.107
Error	21534.371	130	165.649		
Total	21971.969	131	603.247		

A significant difference was found between years in school and a preference for non-directive supervision as shown in Table LXXXII. Less years in the school had a non-directive mean of 25.0 while more years in the school had a non-directive mean of 53.0. The educators with longer service in a school were significantly more likely to prefer non-directive supervision while those with shorter service in a school was significantly less likely to prefer non-directive supervision. The Bartlett Test for Homogeneity of Variance, however, yielded a probability of .001 which is less than .05 indicating the lack of homogeneity of variance between the means and, consequently, the significance is suspect.

TABLE LXXXII  
YEARS IN SCHOOL AND NON-DIRECTIVE SUPERVISION

---

Source	SS	DF	MS	F	P
YrsInSch	419.886	1	419.886	5.453	0.021*
Error	10010.992	130	77.008		
Total	10430.878	131	496.894		

---

P<.05    Bartlett Test P=0.001 <.05, Significance Suspect

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary of the Study

This chapter provides a summary of the research data gathered and analyzed for this study as well as interpretations and conclusions drawn from the information provided by the data. The chapter also includes recommendations for additional research.

The objective of the study was to examine the possibility of a link between an individual educator's self appraised temperament and preference for a particular style of supervision. By examining this area which has received little attention in formal educational research, it is hoped that this study might provide another way of looking at educators and supervision for those in supervisory positions.

In seeking to examine this possible link between temperament and supervisory preference, two survey instruments were selected which could be answered anonymously and returned by mail. Each instrument had been used extensively by its author and others, but no evidence could be

found that they had been used in conjunction for the purpose of educational research.

To determine temperament, the Keirsey Temperament Sorter (KTS) was selected. Derived from the Myers-Briggs Type Indicator, this self appraisal instrument allowed individuals to answer 70 questions by selecting one of two responses. When the answers were totaled, the Keirsey Temperament Sorter yielded eight subgroup scores and one general temperament category.

Permission to use the KTS was granted by its publisher, the Prometheus Nemesis Book Company, through correspondence dated June 20, 1988. Dr. David Keirsey, the author, confirmed this permission in a personal letter dated July 21, 1988.

To determine educators' preference for supervision, the Supervisory Behavior Description Questionnaire was selected. This instrument yields 11 scores. First, the SBDQ gave a general, overall preference score for directive, collaborative, or non-directive supervision. Secondly, it also provided preference scores for 8 subscales: curriculum development, organization for instruction, staffing, providing materials, staff development, organizing special student services, community relations, and evaluation of instruction.

The SBDQ contained 53 questions divided into eight subscales. In each subscale, the respondents chose between groups of three choices indicating a preference for one of the three styles of supervision.

Permission to use the Supervisory Behavior Description Questionnaire was granted on June 21, 1988, through correspondence with its author, Dr. Walter Sistrunk of Mississippi State University.

#### Pilot Studies

To evaluate the appropriateness of the instruments, pilot studies were conducted before actually mailing to the sample. There was little question about the SBDQ. This instrument had been in use for some years and had been validated by its author. The Keirsey Temperament Sorter, however, was of some concern.

In his personal letter of July 21, 1988, Dr. Keirsey stated, "You search in vain for 'validity' measures of any personality inventory because there are no measures. The idea that personality tests can be validated is pure myth." Dr. Keirsey added that he correlated the Sorter with the Myers-Briggs Type Indicator simply by asking the subjects if the description of them the sorter gave was accurate.

With this in mind, several pilot studies of the KTS were conducted. One with military students in an Officer Candidate class showed, as predicted, a tendency toward



the SJ temperament. Another study with a graduate Supervision of Instruction class showed a mix of temperaments very similar to that found by Keirsey in his California studies, plus a marked preference for collaborative supervision. In addition to these formal pilot studies, several other KTS studies were conducted (See Appendix F). When asked to evaluate the description given them about their temperament as a result of taking the Keirsey Temperament Sorter, most (>90%) agreed that the temperament portrait was at least accurate if not very accurate.

#### Distribution and Response

Survey packets containing a letter of explanation, the Supervisory Preference Questionnaire, and a stamped return envelope were mailed to a random sample composed of 440 Oklahoma educators on November 30, 1988. This sample had been obtained from the Oklahoma State Department of Education Finance Division from a list of 40,200 educators employed during the 1987-1988 school year. The respondents were asked to return only the answer form.

By the 14th of December, 1988, 129 replies had been received and a letter of reminder was sent. Following this letter an additional nine replies were received. Sixteen of the initial mailing were returned as undeliverable. Of the 138 replies received, six were unusable due to incomplete responses or failure to include demographic informa-

tion or both. It is unknown how many of the initial mailings were undeliverable and discarded rather than returned. The overall response rate was 33.1% of the total sample; respondents were overwhelmingly classroom educators (85.6%), with 8.3% principals, 3.8% counselors and 2.3% superintendents. The sample generally reflected the target population except in the area of highest degree held. Of the respondents, 61.3% held masters degrees as opposed to the target population's 46.7%, and 37.1% held bachelors degrees as compared to the target population's 52.6%.

#### Design of Study

The study was designed to seek a link between an educator's temperament and a preference for a particular style of supervision. Members of the sample were asked to do three things. First, they were asked to fill out a confidential demographic questionnaire. Second, they were asked to complete the Keirseley Temperament Sorter questionnaire to the best of their ability. Finally, they were asked to complete the Supervisory Behavior Description Questionnaire. All three answer forms were contained on the front and back of a single page (See Appendixes B and C).

Each response was individually examined and scored. Temperament scores were converted to continuous and categorical variables while supervisory preference scores

remained continuous variables in general and categorical for subscales. One-way analysis of variance was conducted to determine if any significant differences existed between high and low temperament scores and supervisory preference. Demographic data were also examined in a like manner. Where significant differences were found, the Bartlett Test for Homogeneity of Variance was conducted to assure valid significance. A chi-square was conducted to examine expected and observed distributions.

#### Summary of Findings

The respondents to the survey showed a marked tendency toward the SJ temperament as expected. What Keirsey had found in California (Keirsey, 1984) held in Oklahoma. Where in California Keirsey found 56% of educators tended toward the SJ temperament, in Oklahoma, 67.4% of the respondents fell into this category. Like California, the second high category for the Oklahoma respondents was NF with 15.2%.

In general, the respondents scored higher on extraversion than introversion subgroups, and higher on sensation rather than intuition subgroups. Their feeling subgroup scores tended to be low, but they scored neither high nor low (50.8% low, 49.7% high) on thinking subgroup scores. Judging subgroup scores were extremely high and perceiving subgroup scores extremely low. Over 90% had high SJ and

low SP scores while 72% had low NT and NF scores consistent with the low scores for the intuition and feeling subgroups and moderate scores for the thinking subgroup (see Tables VI and VII for the data.)

The one-way analysis of variance yielded several significant findings. Those who scored high in the sensation subgroup and those who scored high in the SJ category were significantly more likely to have higher directive supervision scores.

Those who scored high in the SP category were significantly more likely to have high directive supervision scores and less likely to have high collaborative supervision scores. High scores in the thinking Subgroup were significantly less likely to have high collaborative supervision scores. In the NF category, high NF scores were significantly less likely to have high directive or collaborative supervision scores and low NF scores were significantly more likely to have high directive or collaborative supervision scores.

From the demographic data it was found that secondary educators were significantly more likely to have high directive supervision scores while elementary educators were significantly less likely to have high directive supervision scores.

From the overall sample, 73.5% had a general preference for collaborative supervision. The next highest pre-

ference was 15.9% for directive supervision followed by 10.6% who preferred non-directive supervision. While among the sample there was widespread preference for collaborative supervision, there seemed no connection of this preference to temperament.

With the exception of elementary or secondary level, demographics seemed to have little to do with preference for supervision. Gender had no significant effect on the sample's preference for supervision and neither did age, marital status, degree held, or teaching experience.

### Conclusions

While there seemed to be a general preference among the sample for collaborative supervision, the source of that preference was not found among the variables of this study. Some temperaments did seem to have preferences, notably the high sensation subgroup and high SJ category tendency toward a preference for directive supervision. Since such a large percentage of this sample fell into the SJ category, this may seem in conflict with the general preference for collaborative supervision. In reality, the findings mean that those who have high sensation or high SJ scores are significantly more likely to have high directive scores; however, when directive scores are compared with collaborative scores, the collaborative scores may be higher.

Although high or low scores in several temperament subgroups or categories seemed to have an impact on high or low scores in the three supervision preferences, it is difficult to make generalizations back to any larger population. Regardless of temperament or demographic data, for 73.5% of the sample, their highest preference score was for collaborative supervision.

Some question also arises as to why this sample of Oklahoma educators was more than 10% higher in SJ temperaments than Keirsey found in California. This may be accounted for in the high number of respondents with masters degrees. It may be that people of the SJ temperament are more highly represented among those with masters degrees and those with such a degree are more likely to return a survey. This high percentage of SJ temperaments may also stem from the rather conservative nature of Oklahoma in general, or it may simply be that people of the SJ temperament are more likely to complete and return questionnaires. Another possibility was addressed in a telephone conversation between the author and Dr. Keirsey, author of the Temperament Sorter. Keirsey indicated that his studies since his 1984 book led him to think the percentage of educators who fall into the SJ temperament may be higher than first thought, perhaps as high as 65% (Keirsey, 1989) which, if true, is consistent with the findings of this study.

Many studies have indicated the importance of supervision to behavior and performance, but questions often arise as to what style or form of supervision to provide. Most often, the supervision provided is that with which the supervisor is most comfortable or familiar. Supervisors who are trained to provide the three supervision preferences in this study can provide the appropriate supervision based upon knowledge of the individual. In some cases, simply asking what is preferred may be enough. In others, an analysis of temperament may help make the determination.

In general, the educators of this study seemed to prefer directive supervision least for those areas most closely related to the teaching process: curriculum development, instruction, staff development, special student services, and evaluation of instruction. They seemed more content with directive supervision in areas customarily assigned to administrative tasks: staffing, materials, and community relations.

Supervisors in education are held accountable for the behavior and performance of subordinates. A supervisor who is aware of temperament factors and their impact on preference for supervision may stand a greater chance of providing the supervised individual not only with what he or she needs, but also with what he or she desires in the form of supervision.

One who is responsible for supervision of a number of educators might consider administering the SBDQ to those individuals. Also, the Keirseley Temperament Sorter might reveal important information for both the supervisor and the supervised.

A caution is important here. When examining particular temperaments or particular preferences for supervision, it should be remembered that there is no one right temperament, no one right form of supervision. Temperament and preference simply exist, and a supervisor who is aware of both may improve the supervisory process for all concerned.

While it appears from this study that grouping educators into categories of temperament does not necessarily group them into a supervisory preference, the information developed from this research provides no definitive answers. The research data does, however, provide a hint, a tantalizing clue that perhaps a person's temperament does have an impact upon preference for supervision, particularly in subscale areas.

Clearly, more research is needed. This study has been like "the plow that broke the plains." It remains for other researchers to cultivate the field and gather additional data.



### Recommendations

This study should be replicated and a method developed to insure a higher return rate. It might be possible to do some of the research as part of staff development programs for school districts, and choosing a smaller target population might make gathering the data easier. Replicating the study in other states would help determine if the SJ tendency among Oklahoma and California educators is a national phenomenon.

This study could also be modified to examine temperaments of supervisors and the techniques of supervision they apply or perceive they apply. Such a study could also include a comparison of the temperament and perception of supervision by the supervised individual as well.

Further research could also look at educators and students. Since there appears to be a wide disparity among some educator and student temperaments (Keirse, 1984, p. 155, and Appendix F); another study could examine educator supervision of students and student response to supervision based on the temperaments of both. Still another approach might involve separating teachers and administrators into different groups where the responses of each could be analyzed.

Data analysis for future studies could also be changed. Scores could be divided at the group mean rather

than the center score. When categorizing the variables, three or more groups could be used instead of just two representing high and low scores. The instruments, themselves could also be factor analyzed with the hope of reducing their length and that of the total questionnaire.

#### Concluding Comments

Temperament, while highly personal, is reflected in public behavior of employes whose supervision on the job is mandated by law. Supervisors must find ways of providing supervision for public employees so that the goals of the institution may be achieved while maintaining a satisfactory environment for employees and clients alike.

Frequently, the style of the supervision provided is optional with the supervisor, and with this choice much about the environment may be determined. While this study did not establish a clear link between temperament and preference for supervision it joins other studies which indicate that most educators seem to belong to a particular temperament category with significant minorities falling into other categories. Acknowledging the supervisory preferences of educators and recognizing individual temperament differences may make the process of supervising professional educators less adversarial and more collaborative and collegial.

## BIBLIOGRAPHY

- Anglectne, A., Wiggins, J. S. (Ed.). Personality Assessment Via Questionnaires. New York, NY: Springer-Verlag Book Company, 1986.
- Argyris, C. Personality and Organization. New York, NY: Harper & Row, 1975.
- Bigge, M. L., and Hand, M. P. Foundations of Education: An Introduction to Human Motivation, Development, and Learning. New York, NY: Harper & Row, 1980.
- Boyer, E. L. High School: A Report on Secondary Education in America. New York, NY: Harper & Row, 1983.
- Callahan, R. E. Education and the Cult of Efficiency. Chicago: University of Chicago Press, 1962.
- Combs, A. W. Perceiving, Behaving, Becoming. Washington D. C.: Association For Supervision and Curriculum Development, 1962.
- Dana, R. H. A Human Science Model For Personality Assessment With Projective Techniques. Springfield, Il: Charles C. Thomas, 1982.
- Eysenck, H., and Eysenck, S. Personality Structure and Measurement. London: Routledge & Kegan Paul, 1969.
- Fiedler, F. E. A Theory of Leadership Effectiveness. New York, NY: McGraw Hill, 1967.
- Glickman, C. Supervision of Instruction, a Developmental Approach. Boston: Allyn Bacon, 1985.
- Goodlad, J. I. A Place Called School. New York: McGraw Hill, 1984.
- Goodlad, J. I. School, Curriculum, and the Individual. New York: Blaisdill Publishing Company, 1966.
- Hasenfield, Y., and English, R. A. Human Science Organizations. Ann Arbor, Mich: University of Michigan Press, 1974.
- Henjum, A. "Let's Select Self-Actualizing Teachers." Education. 104, (1983), pp. 51-55.

- Henjum, A. "Recognizing Personality Differences Among Teachers Can Help Supervisors." NASSP Bulletin, Vol. 68, N. 469, (February, 1984), pp. 50-58.
- Herzberg, F., Manser, B., and Snyder, B. Motivation to Work. New York, NY: John Wiley & Sons, 1959.
- Hoy, W. and Miskel, C. Educational Administration: Theory, Research, and Practice. New York, NY: Random House, 1978.
- Katz, D. and Kahn, R. The Social Psychology of Organization. New York, NY: John Wiley & Sons, 1978.
- Keirse, D. Personal Correspondence, (July, 1988).
- Keirse, D. Personal Telephone Conversation, (March, 1989).
- Keirse, D. Please Understand Me, Character and Temperament Development. Del Mar, CA: Prometheus Nemesis Book Company, 1984.
- Keirse, D. Portraits of Temperament. Del Mar, CA: Prometheus Nemesis Book Company, 1987.
- Kleinmemy, B. Personality and Psychological Adjustment. New York, NY: St. Martin's Press, 1982.
- Krig, S. Interpreting 16PF Profile Patterns. Champaign, IL: Institute for Personality and Ability Testing, Inc., 1981.
- Lorory, R. Dominance, Self-Esteem, Self-Actualization: Germinal Papers of A. H. Maslow. Monterey, CA: Brooks/Cole Publishing Company, 1973.
- Lilwin, G., and Stronger, R. Motivation and Organization Design. Boston, MA: Harvard University, Division of Research, Graduate School of Business Administration, 1968.
- Love, R. "Supervisory Behavior of Secondary, Vocational-Technical Center Direction", Presentation At The Annual Conference of the Mid-South Research Associates, (November, 1983), ED 238203.
- Loy, T., Convey, J., and Chwalek, A. Completing Dissertations in the Behavioral Sciences and Education. San Francisco, CA: Jossey-Bass, 1985.

- McGregor, D. Human Side of Enterprise. New York, NY: McGraw Hill, 1960.
- McNergney, R., and Carrier, C. Teacher Development. New York, NY: McMillan, 1981.
- Maslow, A. Motivation and Personality. New York, NY: Harper and Brothers, 1954.
- Maxson, R. and Sistrunk, W. A Systems Approach to Educational Administration. New York, NY: W. C. Brown Company, 1973.
- Mezoff, B. "How to Improve Your Effectiveness as a School Administrator." Amherst, MA: Leadership Effectiveness, Series 3, ODT Associates, 1985.
- Ngugi, N. "The Relationship Between Mississippi Public High School Principals' Perceptions of Their Actual Supervisory Behavior and Teachers' Perceptions of Actual and Preferred Principals Supervisory Behavior." (Unpublished Doctoral Dissertation, Mississippi State University, 1984).
- Oklahoma State Department of Education. "Full Time Equivalency Breakdown." Oklahoma State Department of Education, 1988.
- Peters, T., and Waterman, R. In Search of Excellence. New York, NY: Warner Books, 1982.
- Peters, T. Thriving on Chaos. New York, NY: Alfred Knopf, 1987.
- Runyon, K. "Some Interactions Between Personality Variables and Management Styles". The Journal of Applied Psychology, Vol. 57, No. 3 (1973), pp. 228-294.
- Sergiovanni, T., and Laver, F. The New School Executive. New York, NY: Harper & Row, 1980.
- Sergiovanni, T., and Starratt, R. Supervision---Human Perspectives. New York, NY: McGraw Hill, 1979.
- Sistrunk, P. "The Relationship Between Mississippi Public Junior College Instructors' Perceptions of Supervisory Behavior and Their Perceived Levels of Job Satisfaction". Presentation at the Annual Conference of Mid-South Educational Research Association, (November, 1983), ED 238203.

- Sistrunk, W. "The Development of the Supervisory Behavior Description Questionnaire, Forms 1 and 2." Presentation at the Annual Conference of Mid-South Educational Research Association, (November, 1981), ED 212061.
- Sistrunk, W. A Manual For the Administration of the Supervisory Behavior Description Questionnaire, Forms 1 and 2. Mississippi State University: Walter Sistrunk, 1983.
- Sistrunk, W., and Thompson, J. "Supervision and Student Teachers' Perceptions of Supervisory Behavior." Presentation at the Annual Conference of Mid-South Educational Research Association, (November, 1983), ED238203.
- Sistrunk, W., and Others. "Investigations of Supervisory Behavior, A Symposium." Presentation at the Annual Conference of Mid-South Educational Research Association, (November, 1983), ED 238203.
- Sistrunk, W. Personal Correspondence, (June, 1988).
- Sizer, T. Horace's Compromise: The Dilemma of the American High School. Boston, MA: Houghton Mifflin, 1984.
- Taylor-Johnson Temperament Analysis Manual. Los Angeles, CA: Psychological Publications, Inc., 1984.
- Weed, S., Mitchell, T., and Moffitt, W. "Leadership Style, Subordinate Personality, and Task Type as Predictors of Performance and Satisfaction with Supervision." Journal of Applied Psychology, Vol. 61, No. 1 (1976), pp. 58-66.
- Weller, D. "Principals, Meet Maslow: A Prescription for Teacher Retention." NASSP Bulletin, 66, (1982), pp. 32-36.
- Wiggins, J. Personality and Prediction. Menlo Park, CA: Addison-Wesley Publishing Company, 1973.
- Wilkinson, L. SYSTAT: The System for Statistics. Evanston, IL: SYSTAT, Inc., 1988.

## APPENDIXES

APPENDIX A

KEIRSEY TEMPERAMENT SORTER



**Keirsey Temperament Sorter**

Copyright 1984 by David Keirsey

- 
1. **At a party do you**  
(a) interact with many, including strangers  
(b) interact with a few, known to you
  2. **Are you more**  
(a) realistic than speculative  
(b) speculative than realistic
  3. **Is it worse to**  
(a) have your head in the clouds  
(b) be "in a rut"
  4. **Are you more impressed by**  
(a) principles  
(b) emotions
  5. **Are you more drawn toward the**  
(a) convincing  
(b) touching
  6. **Do you prefer to work**  
(a) to deadlines  
(b) just "whenever"
  7. **Do you tend to choose**  
(a) rather carefully  
(b) somewhat impulsively
  8. **At parties do you**  
(a) stay late, with increasing energy  
(b) leave early, with decreased energy
  9. **Are you more attracted to**  
(a) sensible people  
(b) imaginative people
  10. **Are you more interested in**  
(a) what is actual  
(b) what is possible
  11. **In judging others are you more swayed by**  
(a) laws than circumstances  
(b) circumstances than laws
  12. **In approaching others is your inclination to be somewhat**  
(a) objective  
(b) personal

Reprinted by Permission

- 
13. **Are you more**  
(a) punctual  
(b) leisurely
  14. **Does it bother you more having things**  
(a) incomplete  
(b) completed
  15. **In your social groups do you**  
(a) keep abreast of other's happenings  
(b) get behind on the news
  16. **In doing ordinary things are you more likely to**  
(a) do it the usual way  
(b) do it your own way
  17. **Writers should**  
(a) "say what they mean and mean what they say"  
(b) express things more by use of analogy
  18. **Which appeals to you more**  
(a) consistency of thought  
(b) harmonious human relationships
  19. **Are you more comfortable in making**  
(a) logical judgments  
(b) value judgments
  20. **Do you want things**  
(a) settled and decided  
(b) unsettled and undecided
  21. **Would you say you are more**  
(a) serious and determined  
(b) easy-going
  22. **In phoning do you**  
(a) rarely question that it will all be said  
(b) rehearse what you'll say
  23. **Facts**  
(a) "speak for themselves"  
(b) illustrate principles

24. **Are visionaries**  
 (a) somewhat annoying  
 (b) rather fascinating
25. **Are you more often**  
 (a) a cool-headed person  
 (b) a warm-hearted person
26. **Is it worse to be**  
 (a) unjust  
 (b) merciless
27. **Should one usually let events occur**  
 (a) by careful selection and choice  
 (b) randomly and by chance
28. **Do you feel better about**  
 (a) having purchased  
 (b) having the option to buy
29. **In company do you**  
 (a) initiate conversation  
 (b) wait to be approached
30. **Common sense is**  
 (a) rarely questionable  
 (b) frequently questionable
31. **Children often do not**  
 (a) make themselves useful enough  
 (b) exercise their fantasy enough
32. **In making decisions do you feel more comfortable with**  
 (a) standards  
 (b) feelings
33. **Are you more**  
 (a) firm than gentle  
 (b) gentle than firm
34. **Which is more admirable:**  
 (a) an ability to organize and be methodical  
 (b) an ability to adapt & make do
35. **Do you put more value on the**  
 (a) definite  
 (b) open-ended
36. **Does new and non-routine interaction with others**  
 (a) stimulate and energize you  
 (b) tax your reserves
37. **Are you more frequently**  
 (a) a practical sort of person  
 (b) a fanciful sort of person
38. **Are you more likely to**  
 (a) see how others are useful  
 (b) see how others see
39. **Which is more satisfying:**  
 (a) to discuss an issue thoroughly  
 (b) to arrive at agreement on an issue
40. **Which rules you more:**  
 (a) your head  
 (b) your heart
41. **Are you more comfortable with work that is**  
 (a) contracted  
 (b) done on a casual basis
42. **Do you tend to look for**  
 (a) the orderly  
 (b) whatever turns up
43. **Do you prefer**  
 (a) many friends with brief contact  
 (b) a few friends with more lengthy contact
44. **Do you go more by**  
 (a) facts  
 (b) principles
45. **Are you more interested in**  
 (a) production and distribution  
 (b) design and research
46. **Which is more a compliment:**  
 (a) "There is a very logical person."  
 (b) "There is a very sentimental person."
47. **Do you value in yourself more that you are**  
 (a) unwavering  
 (b) devoted
48. **Do you more often prefer the**  
 (a) final and unalterable statement  
 (b) tentative and preliminary statement

49. **Are you more comfortable**  
(a) after a decision  
(b) before a decision
50. **Do you**  
(a) speak easily and at length with strangers  
(b) find little to say to strangers
51. **Are you more likely to trust to your**  
(a) experience  
(b) hunch
52. **Do you feel**  
(a) more practical than ingenious  
(b) more ingenious than practical
53. **Which person is more to be complimented: one of**  
(a) clear reason  
(b) strong feeling
54. **Are you inclined more to be**  
(a) fair-minded  
(b) sympathetic
55. **Is it preferable mostly to**  
(a) make sure things are arranged  
(b) just let things happen
56. **In relationships should most things be**  
(a) renegotiable  
(b) random and circumstantial
57. **When the phone rings do you**  
(a) hasten to get to it first  
(b) hope someone else will answer
58. **Do you prize more in yourself**  
(a) a strong sense of reality  
(b) a vivid imagination
59. **Are you drawn more to**  
(a) fundamentals  
(b) overtones
60. **Which seems the greater error:**  
(a) to be too passionate  
(b) to be too objective
61. **Do you see yourself as basically**  
(a) hard-headed  
(b) soft-hearted
62. **Which situation appeals to you more:**  
(a) structured and scheduled  
(b) unstructured and unscheduled
63. **Are you a person that is more**  
(a) routinized than whimsical  
(b) whimsical than routinized
64. **Are you more inclined to be**  
(a) easy to approach  
(b) somewhat reserved
65. **In writings do you prefer**  
(a) the more literal  
(b) the more figurative
66. **Is it harder for you to**  
(a) identify with others  
(b) utilize others
67. **Which do you wish more for yourself:**  
(a) clarity of reason  
(b) strength of compassion
68. **Which is the greater fault:**  
(a) being indiscriminate  
(b) being critical
69. **Do you prefer the**  
(a) planned event  
(b) unplanned event
70. **Do you tend to be more**  
(a) deliberate than spontaneous  
(b) spontaneous than deliberate

**APPENDIX B**

**SUPERVISORY BEHAVIOR DESCRIPTION QUESTIONNAIRE**

## **Supervisory Behavior Description Questionnaire**

Copyright 1983 by Walter E. Sistrunk

Reprinted by Permission

### **DEVELOPING CURRICULUM**

**In this task area, the supervisor is responsible for designing that which is to be taught, by whom, where, and in what pattern. Other responsibilities in this task area include developing curriculum guides, establishing standards, planning instructional units, and instituting new courses.**

**I prefer a supervisor who:**

1. a) writes and plans curriculum guides, units, and courses of study.  
b) Collaborates with teacher groups in writing and planning curriculum guides, units, and courses of study.  
c) encourages teachers to write curriculum guides, units, and courses of study.
2. a) establishes the standards for writing curricular materials.  
b) Collaborates with faculty committees to set the standards for writing curricular materials.  
c) encourages teachers to set standards for writing curricular materials.
3. a) defines and determines how educational goals and objectives are implemented.  
b) collaborates with teacher groups in defining and determining how educational goals and objectives are implemented.  
c) encourages teachers to define and determine how educational goals and objectives are implemented.

4. a) develops a plan for continuous study of the curriculum  
b) collaborates with teacher groups in developing a plan for continuous study of curriculum.  
c) encourages teachers to develop a plan for continuous study of the curriculum

5. a) selects consultants to help with curriculum development and evaluation.  
b) collaborates with teachers in selecting consultants to help in curriculum development and evaluation  
c) encourages teachers to secure consultants to help in curriculum development and evaluation.

### **ORGANIZING FOR INSTRUCTION**

**The supervisor makes arrangements whereby pupils, staff, space, and materials are related to time and instructional objectives in coordinate and efficient ways. He/she groups students, plans events, and arranges for teaching teams.**

**I prefer a supervisor who:**

6. a) assigns groups of students for instructional purposes.  
b) collaborates with teacher groups in assigning or grouping students for instruction.  
c) encourages teachers to assign or group students for instruction.

7. a) tells teachers how to improve students' study and work habits.

b) collaborates with teacher groups in guiding students toward improved study and work habits.

c) encourages teachers to guide students toward improved study and work habits.

8. a) develops and requires standard procedures for daily lesson plans.

b) collaborates with teacher groups in developing standard procedures for daily lesson plans.

c) encourages teachers to develop standard procedures for daily lesson plans.

9. a) organizes teaching teams, departments, or divisions.

b) collaborates with teacher groups in organizing teaching teams, departments, or divisions.

c) encourages teachers to arrange teaching teams, departments, or divisions.

10. a) assesses the changing needs for non-instructional services to support instruction.

b) collaborates with teacher groups in assessing the changing needs for non-instructional services to support instruction.

c) encourages teachers to assess the changing needs for non-instructional services to support instruction.

## STAFFING

**The supervisor provides staff members with basic information necessary to perform assigned responsibilities. Included in these responsibilities are acquainting new staff members with their colleagues, the facilities, and the community. Recruiting, screening, selecting, assigning, and transferring staff are endeavors included in this area.**

**I prefer a supervisor who:**

11. a) assigns experienced teachers to help new staff members.

b) collaborates with teacher groups in finding experienced teachers to help new teachers.

c) creates a climate which encourages experienced teachers to help new teachers.

12. a) shows staff members how to use machines and materials.

b) collaborates with faculty groups in showing new staff members how to use machines and materials.

c) encourages staff members to learn to use machines and materials.

13. a) develops a staff selection and assignment plan.

b) collaborates with teacher groups in developing a staff selection and assignment plan.

c) encourages teachers to develop a staff selection and assignment plan.

14. a) assigns teachers to specific instructional tasks

b) collaborates with teacher groups in assigning specific instructional tasks.

c) allows teachers freedom to select specific instructional tasks.

15. a) recommends teachers for re-employment or dismissal.

b) collaborates with teacher groups in recommending teachers for re-employment or dismissal.

c) encourages staff to recommend teachers for re-employment or dismissal.

## **PROVIDING MATERIALS & FACILITIES**

**The supervisor, in this task area, has the responsibility of selecting and obtaining appropriate materials for use in implementing curricular designs. Also, he/she is concerned with previewing, evaluating, designing, and finding means of providing appropriate materials and facilities.**

**I prefer a supervisor who:**

16. a) previews and selects appropriate curricular materials.

b) collaborates with teachers in previewing and selecting appropriate curricular materials.

c) encourages teachers to take the responsibility of previewing and selecting appropriate curricular materials.

17. a) seeks additional funds for curricular materials and resources from persons or organizations outside the school.

b) collaborates with teacher groups in seeking additional funds for curricular materials and resources.

c) encourages teachers to seek additional funds for curricular materials and resources from persons or organizations outside the school.

18. a) decides if curricular materials or textbooks are contributing to the desired educational outcomes.

b) collaborates with teacher groups to decide if curricular materials or textbooks are contributing to the desired educational outcomes.

c) encourages teachers to decide if curricular materials or textbooks are contributing to the desired educational outcomes.

19. a) organizes and provides educational resources to teachers who need or want them.

b) collaborates with teacher groups to organize and provide educational resources for teachers who need or want them.

c) encourages teachers to organize and provide educational materials to other teachers who need or want them.

20. a) assigns classrooms to avoid noise interference from other classrooms.

b) collaborates with teacher groups in assigning classrooms to avoid noise interference from other classrooms.

c) encourages teachers to select classrooms to avoid noise interference from other classrooms.

21. a) locates appropriate classrooms for large or small group instruction.

b) collaborates with teacher groups in locating appropriate classrooms for large or small group instruction.

c) encourages teachers to locate appropriate classrooms for large or small group instruction.

## STAFF DEVELOPMENT

**The supervisor plans and implements learning experiences designed to improve the performance of the staff in instruction. Included in this task are workshops, consultations, field trips, training sessions, and college credit courses.**

**I prefer a supervisor who:**

22. a) determines areas of improvement needed by staff members and tells them how to improve.

b) collaborates with teacher groups to determine areas of improvement needed by staff members and to determine means of improving.

c) encourages teachers to identify areas of improvement and means of personal improvement.

23. a) chooses educational resources and methods for staff development programs.

b) collaborates with teachers in choosing educational resources and methods for staff development.

c) encourages teachers to choose educational resources and methods for staff development.

24. a) determines time schedules, deadlines, and space needs for staff development.

b) collaborates with teacher groups to determine time schedules, deadlines, and space needs for staff development.

c) encourages teachers to determine time schedules, deadlines, and space needs for staff development.

25. a) evaluates staff development programs.

b) collaborates with teacher groups in evaluating staff development programs.

c) encourages teachers to evaluate staff development programs.

26. a) provides funds for teachers to develop themselves professionally.

b) collaborates with teacher groups in providing funds for teachers to develop themselves professionally.

c) encourages teachers to seek funds for developing themselves professionally.

27. a) provides a framework for implementation of educational innovations.

b) collaborates with teacher groups to provide a framework for implementation of educational innovations.

c) encourages teachers to provide a framework for implementation of educational innovations.

28. a) trains team leaders for leadership roles in staff development.

b) collaborates with teacher groups in training team leaders for leadership roles in staff development.

c) encourages appropriate teachers to seek training for staff development leadership roles

29. a) identifies instructional problems at faculty meetings.

b) collaborates with teacher groups to identify instructional problems at faculty meetings.

c) encourages teachers to identify instructional problems at faculty meetings.



30. a) requires teachers to develop long-range instructional improvement plans.

b) collaborates with teacher groups in developing long-range instructional improvement plans.

c) encourages teachers in developing long-range instructional improvement plans.

31. a) organizes groups to improve staff development programs.

b) collaborates with teacher groups to organize groups to improve staff development programs.

c) encourages teachers to organize into groups for improving staff development programs.

32. a) commends teachers for their professional achievement and self-improvement.

b) collaborates with teacher groups in commending their peers who have shown professional achievement and improvement.

c) encourages teachers to commend fellow teachers for professional achievement.

### **COORDINATING SPECIAL STUDENT SERVICES.**

**The supervisor arranges for the coordination of programs designed for the special student to insure proper placement, evaluation, and a positive relationship with the instructional goals of the school. Special student services are those associated with special education, the gifted, bilingual programs, vocational and technical programs, the culturally disadvantaged, and art, music, and physical education courses.**

**I prefer a supervisor who:**

33. a) arranges for the coordination of special student services so they are compatible with the regular academic program.

b) collaborates with teacher groups to insure that special student services programs are integrated into the academic program.

c) encourages teachers to integrate special student services into the regular academic program.

34. a) formulates policies for special student services.

b) collaborates with regular and special education teachers to form policies for special student services.

c) encourages teachers to develop policies for special student services.

35. a) determines the needs of special students.

b) collaborates with teacher groups to determine the needs of special students.

c) encourages teachers to determine the needs of special students.

36. a) assesses the physical plant to ensure that all special students have access to all areas.

b) collaborates with groups of teachers to evaluate the physical facilities based on the needs of special students.

c) encourages teachers to assess the physical facilities in terms of special students needs.

37. a) visits experimental centers or educational agencies for special students.

b) collaborates with groups of teachers to arrange visits to experimental centers or educational agencies for special students.

c) encourages special students services personnel to visit experimental centers or education agencies.

38. a) establishes policies to implement the criteria for screening, classifying, retaining, transferring, and evaluating the progress of special students.

b) collaborates with special student services personnel to establish the policies to implement the criteria for screening, classifying, retaining, transferring, and evaluating the progress of special students.

c) encourages special students services personnel to recommend policies to implement the criteria for screening, classifying, retaining, transferring, and evaluating the progress of special students.

39. a) schedules meetings so that special student services personnel and regular classroom teachers can interact.

b) collaborates with special student services personnel and regular classroom teachers to promote interaction during school hours.

c) encourages special student services personnel and regular classroom teachers to interact.

#### **DEVELOPING SCHOOL-COMMUNITY RELATIONS AS IT PERTAINS TO THE INSTRUCTIONAL PROGRAM.**

**The supervisor keeps the faculty members, staff, community, and students informed about new and existing instructional materials and programs.**

**I prefer a supervisor who:**

40. a) announces school events to the media.

b) collaborates with groups of teachers to advise the media of school events.

c) encourages sponsoring teachers to inform the media of school events related to their clubs, teams, programs, etc.

41. a) keeps the community informed about new methods and programs in the school.

b) collaborates with subject or grade level teachers to keep the community informed about new methods and programs in the school.

c) encourages teachers to keep the community informed about new methods and programs in the school.

42. a) sends intra-school communications related to curricular needs and concerns.

b) collaborates with faculty groups to communicate curricular needs and concerns.

c) encourages faculty members to communicate mutual curricular needs and concerns to him/her, with each other, and to the public.

43. a) establishes policies for making facilities available for community sponsored instructional programs.

b) collaborates with teacher groups to establish policies for making facilities available for community sponsored instructional programs.

c) encourages teachers to formulate policies for making facilities available for community sponsored instructional programs.

44. a) organizes programs to display student's academic achievements to the community.

b) collaborates with the faculty to arrange display of the student's academic achievements to the community.

c) encourages teachers who want to display their students academic achievement to the community.

45. a) attends meetings and shares instructional ideas with other supervisors.

b) collaborates with teachers in sharing instructional ideas with teachers from other schools and at meetings.

c) encourages teachers to attend meetings with other teachers for the purpose of sharing instructional ideas.

### **EVALUATING INSTRUCTION AND INSTRUCTORS**

**The supervisor plans, organizes and implements objective procedures to evaluate and improve the quality of instruction and of the instructors.**

**I prefer a supervisor who:**

46. a) formulates procedures for solving problems related to instructional evaluation.

b) collaborates with teachers to develop procedures for solving problems related to instructional evaluation.

c) encourages teachers to develop procedures for solving problems related to instructional evaluation.

47. a) establishes procedures and objectives for evaluation of instruction.

b) collaborates with teacher groups in establishing procedures and objectives for evaluation of instruction.

c) encourages teachers to establish procedures and objectives for evaluation of instruction.

48. a) establishes quantitative objectives for program evaluation.

b) collaborates with teacher groups to establish quantitative objectives for program evaluation.

c) encourages teachers to suggest quantitative objectives for program evaluation.

49. a) bases teacher and program evaluation criteria on research.

b) collaborates with teacher groups in developing research base for teacher and program evaluation criteria.

c) encourages teachers to develop research based teacher and program evaluation.

50. a) develops criteria for evaluating the effectiveness of the supervisory process.

b) collaborates with teacher groups to develop criteria for evaluating the effectiveness of the supervisor process.

c) encourages teachers to develop criteria for evaluating effectiveness of the supervisory process.

51. a) tells teachers how to teach more effectively.

b) collaborates with teacher groups to define effective teaching.

c) encourages each teacher to develop a personal model of effective teaching.

52. a) selects instruments for the periodic teacher and program evaluations.

b) collaborates with teacher groups to select instruments for the periodic evaluation of teachers and programs.

c) encourages teachers to select instruments for the periodic evaluation of teachers and programs.

53. a) conducts action research on a regular basis.

b) collaborates with teacher groups to organize and conduct action research on a regular basis.

c) encourages teachers to conduct action research on a regular basis.

APPENDIX C

SUPERVISORY PREFERENCE QUESTIONNAIRE  
INSTRUCTIONS AND ANSWER FORM

# **SUPERVISORY PREFERENCE QUESTIONNAIRE**

Form 1.

**KTS By Permission of Dr. David Keirse**

**SBDQ By Permission of Dr. Walter Sistrunk**

## **INSTRUCTIONS**

The Supervisory Preference Questionnaire consists of three parts. Part A asks you to give some information about yourself. Please answer as completely as you can. No name is required and any information gathered from this questionnaire will not be associated with your name.

Part B asks you to look at a statement with two possible choices to complete it. Consider each statement and make your selection, either [a] or [b], on the answer form. Please note that for Part B, the answer spaces go from left to right, not up and down! You may have difficulty making a choice, but go with your first impression about which of the two choices is most nearly like you.

Part C asks you to consider several areas in which you might receive supervision. Read each situation and then indicate which form of supervision you prefer by marking [a], [b], or [c]. Please note that for Part C, the answer spaces go from top to bottom.

When you complete this questionnaire, place the answer form in the stamped, addressed envelope provided. You may discard the questionnaire. If you would like an abstract of the data and conclusions after the research is complete, please place your name and address on the 3x5 card which was included in the packet.

Again, thank you for your cooperation.

# Supervisory Preference Questionnaire

## Answer Form                      Part A

Size of your school? 0-100  101-250  251-400  401-650   
650+

Your district is: Independent- Dependent-

Your district is: Rural- Urban-

How many teachers are in your building? Less than 10  11-20   
21-30  31-40  41+

Your primary responsibility? Teacher- Counselor- Principal-  
Superintendent-

Your age in years? [\_\_\_\_\_] Your sex? Male- Female-

Years teaching experience? [\_\_\_\_\_] Years Admin. Experience [\_\_\_\_\_]

Highest degree held? Bachelors- Bachelors + 15 or more-  
Masters- Masters + 15 or more-  
Doctors-

What is your level of assignment? Elementary- MS/JH- High School-

Your primary subject or area? Math- Science- Social Studies-  
P.E.- English- Vocational-  
Fine Arts- Other \_\_\_\_\_  
Elementary-

Grade level you work with the majority of the time [\_\_\_\_\_]

Years in current school? [\_\_\_\_\_]

Marital Status Single- Married- Divorced- Widow/Widower-

Membership OEA/NEA- OFT/AFT- Neither-  
Other \_\_\_\_\_

Please turn to the reverse side to complete parts B and C.

## SUPERVISORY PREFERENCE QUESTIONNAIRE

For the Answers below, blacken out the letter which corresponds to your selection from the Questionnaire.

### ANSWER FORM

#### Part B

\*NOTE: Answers go from left to right...\*

1 [a] [b]	2 [a] [b]	3 [a] [b]	4 [a] [b]	5 [a] [b]	6 [a] [b]	7 [a] [b]
8 [a] [b]	9 [a] [b]	10 [a] [b]	11 [a] [b]	12 [a] [b]	13 [a] [b]	14 [a] [b]
15 [a] [b]	16 [a] [b]	17 [a] [b]	18 [a] [b]	19 [a] [b]	20 [a] [b]	21 [a] [b]
22 [a] [b]	23 [a] [b]	24 [a] [b]	25 [a] [b]	26 [a] [b]	27 [a] [b]	28 [a] [b]
29 [a] [b]	30 [a] [b]	31 [a] [b]	32 [a] [b]	33 [a] [b]	34 [a] [b]	35 [a] [b]
36 [a] [b]	37 [a] [b]	38 [a] [b]	39 [a] [b]	40 [a] [b]	41 [a] [b]	42 [a] [b]
43 [a] [b]	44 [a] [b]	45 [a] [b]	46 [a] [b]	47 [a] [b]	48 [a] [b]	49 [a] [b]
50 [a] [b]	51 [a] [b]	52 [a] [b]	53 [a] [b]	54 [a] [b]	55 [a] [b]	56 [a] [b]
57 [a] [b]	58 [a] [b]	59 [a] [b]	60 [a] [b]	61 [a] [b]	62 [a] [b]	63 [a] [b]
64 [a] [b]	65 [a] [b]	66 [a] [b]	67 [a] [b]	68 [a] [b]	69 [a] [b]	70 [a] [b]
[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]
[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]
E	I	S	N	T	F	J
						P

#### Part C

\*NOTE: Answers go up and down...\*

1 [a] [b] [c]	16 [a] [b] [c]	33 [a] [b] [c]	46 [a] [b] [c]
2 [a] [b] [c]	17 [a] [b] [c]	34 [a] [b] [c]	47 [a] [b] [c]
3 [a] [b] [c]	18 [a] [b] [c]	35 [a] [b] [c]	48 [a] [b] [c]
4 [a] [b] [c]	19 [a] [b] [c]	36 [a] [b] [c]	49 [a] [b] [c]
5 [a] [b] [c]	20 [a] [b] [c]	37 [a] [b] [c]	50 [a] [b] [c]
[ ] [ ] [ ]	21 [a] [b] [c]	38 [a] [b] [c]	51 [a] [b] [c]
	[ ] [ ] [ ]	39 [a] [b] [c]	52 [a] [b] [c]
6 [a] [b] [c]		[ ] [ ] [ ]	53 [a] [b] [c]
7 [a] [b] [c]	22 [a] [b] [c]		[ ] [ ] [ ]
8 [a] [b] [c]	23 [a] [b] [c]	40 [a] [b] [c]	*** *** ***
9 [a] [b] [c]	24 [a] [b] [c]	41 [a] [b] [c]	
10 [a] [b] [c]	25 [a] [b] [c]	42 [a] [b] [c]	[ ] [ ] [ ]
[ ] [ ] [ ]	26 [a] [b] [c]	43 [a] [b] [c]	a b c
	27 [a] [b] [c]	44 [a] [b] [c]	
11 [a] [b] [c]	28 [a] [b] [c]	45 [a] [b] [c]	[ ] [ ] [ ]
12 [a] [b] [c]	29 [a] [b] [c]	[ ] [ ] [ ]	CR IN STF
13 [a] [b] [c]	30 [a] [b] [c]		
14 [a] [b] [c]	31 [a] [b] [c]		[ ] [ ] [ ]
15 [a] [b] [c]	32 [a] [b] [c]		MAT SD SSS
[ ] [ ] [ ]	[ ] [ ] [ ]		
			[ ] [ ] [ ]
			SCR EVL

APPENDIX D

CORRESPONDENCE





## OKLAHOMA PUBLIC SCHOOL RESEARCH COUNCIL

AFFILIATED UNIVERSITIES  
The University of Oklahoma  
Oklahoma State University

OKLAHOMA STATE UNIVERSITY  
Stillwater, Oklahoma  
74078-0146

OFFICE OF THE EXECUTIVE SECRETARY  
Gundersen Hall, Room 309  
Phone 624-7244

Dear Colleague:

We hope that during this busy holiday season you will allow us a few minutes of your valuable time. We are conducting research on teacher's preference for styles of supervision. It is hoped that this research will contribute to a better understanding of the supervision process for teachers and administrators alike.

Please be a part of this research. As you can see by the letter head, this study has been endorsed by the Oklahoma Public School Research Council and your response is vital to its success.

You may have noticed that the stamped, addressed, return envelope has a code number. This number is only to verify the return mailing and to allow a second mailing if necessary to increase the validity of the study. Please be assured that confidentiality and anonymity will be maintained. When the study is complete, the code number list will be destroyed.

For your convenience, a return envelope is included. Please use it to return only the answer form. Please discard the questionnaire when you have completed it. Your responses to this questionnaire will contribute to our understanding of teacher's preference for styles of supervision

Please return your answer form this week and no later than December 10, 1988. Should you desire an abstract of the study results, please put your name and address on the enclosed 3x5 card and include it with your completed answer form.

Your professional assistance in the completion of this study is greatly appreciated.

Sincerely,

*Kenneth St. Clair*

Dr. Kenneth St. Clair  
Executive Secretary  
OPSRC

*A. J. Johnson*

A. J. Johnson  
Research Associate

**A. J. Johnson, Chairman  
Department of Social Studies  
Kingfisher High School  
P. O. Box 356  
Kingfisher, Oklahoma 73750**

December 14, 1988

Dear Colleague:

On behalf of Dr. St. Clair, the Oklahoma Public School Research Council, and myself, I'd like to thank you all for the fine response to the "Supervisory Preference Questionnaire" which you received earlier in the month. Your generous allocation of time to complete this instrument will help us better understand the process of supervision in the public schools.

If you have not yet had the opportunity to complete your questionnaire, there is still time to have your input recorded for final consideration. Every questionnaire returned gives us more information for analysis. In case you have lost or misplaced the material I sent you, please feel free to contact me at the above address if you would like to participate.

So many of you who responded also indicated you'd like an abstract of the findings. The research is ongoing and I hope to have it completed early next year and abstracts out to you before school is out.

Again, thank you all for your help and for all associated with this research I wish you the happiest of holidays and the best for the coming year.

Sincerely Yours,

A. J. Johnson

**APPENDIX E**

**DEMOGRAPHICS OF RESPONDENTS**

**POPULATION SAMPLE**  
Demographic Information

Information	Sample	Target Population
<u>District</u>		
Independent	90.6%	75%
Dependent	9.4%	25%
<u>Gender</u>		
Male	28.9%	28.5%
Female	71.1%	71.5%
<u>Degree</u>		
Bachelors	37.1%	52.6%
Masters	61.3%	46.7%
Doctors	1.6%	.7%
<u>Level</u>		
Elementary	57.8%	48.7%
Secondary	22.7%	18.5%

## General Demographic Information for Respondents

---

### District

Rural	54.7%
Urban	45.3%

### Primary Responsibility

Teacher	85.2%
Counselor	3.9%
Principal	8.6%
Superintendent	2.3%

### Respondent's Average:

Age	42.5 Years
Teaching Experience	14 Years
Time in Current School	9 Years

### Marital Status

Single	6.5%
Married	82.9%
Divorced	7.5%
Widow/Widower	3.1%

### Membership

OEA/NEA	66.4%
OFT/AFT	1.6%
Neither	23.4%
Other	8.6%

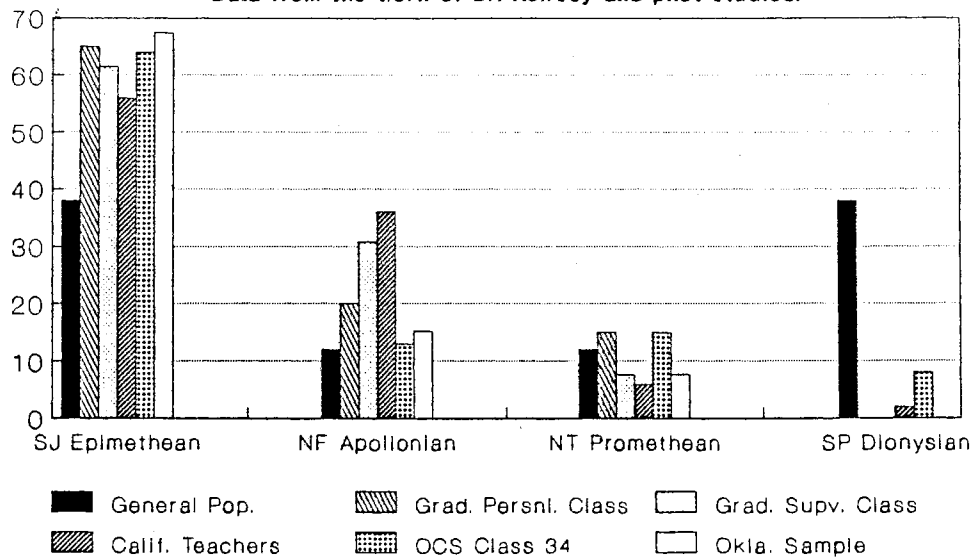
---

APPENDIX F

FIGURES

# \* TEMPERAMENT IN TEACHING General Pop. Vs. Teacher & Pilot Groups

Data from the work of Dr. Keirsey and pilot studies.



\*(Keirsey, 1984)

Figure 1.

The data above are shown in percents. The information represents data gathered by David Keirsey for his book (1984) and this author through pilot studies.

APPENDIX G

THE KEIRSEY TEMPERAMENT SORTER



## The Keirsey Temperament Sorter

### Introduction

The Keirsey Temperament Sorter is an instrument which allows individuals to categorize their temperament by responding to a series of 70 incomplete statements which can be completed with one of two choices which follow the statements. When the scores are totaled, individuals fall into one of four categories. The instrument also indicates scores for subgroups. See Keirsey (1981, 1984) for details.

TABLE LXXXIII

#### THE EIGHT TEMPERAMENT SUBGROUPS

Type	Description	% of Population
Extraversion	Sociable, needs people	75
Introversion	Private, works along	25
Sensation	Practical, reality based	75
Intuitive	Dreamer, looks for possibilities	25
Thinking	Objective, principled, firm	50
Feeling	Values, circumstances, intimate	50
Judging	Closure, deadlines, planned	50
Perceiving	Flexible, options open	50

### The Four Temperament Categories

The Keirsey Temperament Sorter also categorizes individuals into four temperaments. These four temperaments were given the name of the Greek god whose behavior in mythology most nearly paralleled that of the temperament.

The "Dionysian" (SP) temperament combines the subgroups Sensation and Perceiving to describe individuals who are seem impulsive and refuse to be confined. People of this temperament are described as "hungry for action" and by their friends as exciting and "fun to be around." SP's "live for today," and are seldom goal oriented in the traditional sense. SP's enjoy being around people.

The "Epimethean" (SJ) temperament combines the subgroups of Sensation and Judging to describe individuals who have a strong need to belong to groups. They are great supporters of the "status quo," seeking to do "their duty" whenever possible. SJ's are rule oriented as they work to bring stability and order to their surroundings.

The "Promethean" (NT) temperament combines the subgroups of Intuition and Thinking to describe individuals who seek mastery of every endeavor. They are achievement oriented and intolerant of less than the best performance. NT's are often described as scientists as they manipulate their environment seeking to understand the "why's" of their world.

The "Apollonian" (NF) temperament combines the sub-groups of Intuition and Feeling to describe individuals who look for meaning and unity in life. They are mentors who seek to help others "self-actualize" themselves, and are happiest when making significant contributions which make a difference in life.

TABLE LXXXIV  
THE FOUR TEMPERAMENT CATEGORIES\*

Category	%General Pop.	%Calif. Eductrs.
SJ Epimethean	38	56
SP Dionysian	38	2
NT Promethean	12	6
NF Apollonian	12	36

\*(Keirsey, 1984, p. 155)

VITA

A. J. Johnson

Candidate for the Degree of  
Doctor of Education

Thesis: TEMPERAMENT AND PREFERENCE FOR SUPERVISION  
AMONG OKLAHOMA EDUCATORS.

Major Field: Educational Administration

Biographical:

Personal Data: Born in Cordell, Oklahoma, May 7, 1949,  
the son of Mr. and Mrs. Cletus B. Johnson.

Education: Graduated from Clinton High School, Clinton, Oklahoma, 1967; attended Southwestern State University 1967-1973; attended Central State University, 1984-1987; received Bachelor of Arts in Education degree in 1971 from Southwestern State University; received Master of Education degree in 1973 from Southwestern State University; completed requirements for Doctor of Education degree with a major in Educational Administration at Oklahoma State University in May, 1989.

Professional Experience: Junior High School Teacher, Belton Junior High, Belton, Missouri, 1971; Junior and Senior High School Teacher, Okarche Public Schools, Okarche, Oklahoma, 1971-1973; High School Teacher and Social Studies Department Chairman, Kingfisher High School, Kingfisher, Oklahoma, 1973-1989; Community Education Director, Kingfisher Public Schools, Kingfisher, Oklahoma, 1988-1989.