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GRADUATE COLLEGE

THE SCOPE AND NATURE OF QUASI-SUPERVISION IN THE STATE OF OKLAHOMA WITH FOCUS UPON THE STATUS AND ROLE OF QUASI-SUPERVISORS OF SECONDARY SCIENCE AND MATHEMATICS

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SUBMITTED TO THE GRADUATE FACULTY

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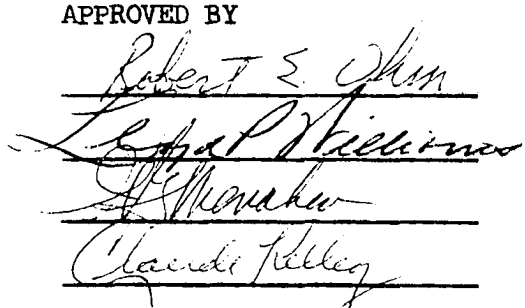
TILLMAN V. JACKSON

Norman, Oklahoma

1965

THE SCOPE AND NATURE OF QUASI-SUPERVISION IN THE STATE OF OKLAHOMA WITH FOCUS UPON THE STATUS AND ROLE OF QUASI-SUPERVISORS OF SECONDARY SCIENCE AND MATHEMATICS

APPROVED BY



DISSERTATION COMMITTEE

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THE SCOPE AND NATURE OF QUASI-SUPERVISION IN THE STATE OF OKLAHOMA WITH FOCUS UPON THE STATUS AND ROLE OF QUASI-SUPERVISORS OF SECONDARY SCIENCE AND MATHEMATICS

CHAPTER I

INTRODUCTION

In the last decade over one billion dollars worth of school issues have been lost at the polls. Operating millage, building and maintenance bonds, and new revenues to serve the expanding populations have been losing with devastating regularity. Though no accurate figures are available, it has been estimated that approximately 40 per cent of the school elections are now defeated by the voters; and unfortunately the number of losses seems to be growing.[1]

In this connection it should be emphasized that other municipal functions are making stronger claims against the tax dollar than ever before. Pressures to keep school expenditures down come not only from taxpayers' wishes to buy automobiles and medical services, but also from communities' wishes to buy public services other than education.

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[1]Joseph A. Kershaw and Ronald N. McKean, Teacher Shortages and Salary Schedules, (New York: McGraw-Hill Book Company, Inc., 1962), p. 14.

As the growth and proliferation of urban areas take place, demands multiply for preventive medicine, police protection, traffic controls, streets and highways, parks and playgrounds, control of juvenile deliquency, and scores of other municipal activities. State programs are expanding, too, and Federal functions are still on the increase, all competing indirectly with educational programs and making it less easy to raise school budgets.[1]

The reduction in Federal income taxes last year is being offset by the increase in other state and local taxes. This spring, the State of Oklahoma passed legislation increasing cigarette taxes and is contemplating an increase in state income taxes. Needless to say, this trend is not confined to Oklahoma.

The outlines of the teacher shortage have been gone over many times in print. In part, the rather gloomy outlook stems from the gradual decline of the birth rate in the 1930's to the lowest level in our history and the sudden reversal of this trend in the 1940's. In consequence, we have a relatively small number of young adults (not enough children were born in the 1930's) from whom teachers are normally recruited, and a huge growing number of children aged 5 to 18 who are straining the limits of our schools. As with so many demographic developments, it will take a long time before the so-called normal distribution among the ages will return. For example, the children born in the population bulge of the 1940's are reaching child-bearing age, and if they have as many children as their parents

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[1]Ibid., p. 14.

did, they will produce another bumper crop of children that will begin to enter schools about two years hence.[1]

One way to see the difficulty is to estimate our teacher needs in 1970. Simple extrapolation tells us that if we hold the present pupil-teacher ratio constant, our present number of 1.5 million teachers will have to increase to 2.1 million by 1970. If we then assume an attrition rate, we can calculate how many teachers we need each year both to replace those who leave and to provide for the growing enrollment. This total comes out to between 150,000 and 200,000 new teachers per year, depending on the replacement rate assumed. These are impressive numbers and the public is properly concerned about our ability to meet this need year after year. In particular, the situation appears bleak when it is pointed out that in 1960 barely 400,000 bachelor's degrees were awarded by all U.S. colleges and universities, and of these only 130,000 were "prepared to teach," that is, eligible for state teacher certification.[2]

To get fully certified teachers we have accepted, into teachers colleges and other colleges which prepare teachers, a great many individuals of such limited endownment that no amount of education can make them anything but trained mediocrites. To expect such persons to be all things to all pupils is again expecting the impossible. If we continue to insist on fully certified teachers with the present certification laws in the face of a greatly increased demand, we shall have to lower the standards within the program still further.[3]

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[1] Ibid., p. 14.

[2] Ibid., pp. 9-10.

[3] Alvin C. Euich, "Our Goal: Better Education for More Pupils," Educational Leadership, Vol. 14, No. 7, April, 1957, pp. 430-434.

The issue then is really this: Will we persist in our efforts to keep pupil-teacher ratios low by hiring mediocre teachers, and thereby lower the quality of education, or will we seek new ways of increasing the effectiveness and broadening the reach of our really outstanding teachers, so that more young people can receive a better education in the years ahead?[1]

In the light of the fore-going discussion on population trends and the rising cost of education, it is obvious that we will continue to employ teachers of less than ideal endownments. However, even if we doubled all teachers' salaries throughout the nation, we would not by this move and the subsequent selection of only the best of the ensuing abundance of teacher candidates significantly increase the effectiveness of classroom instruction. Stinnett approaches this idea in the following passage:

> . . .Furthermore, it seems clear to me that the cardinal weakness of teachers has not been, as the critics generally assert, the lack of mastery of the basic disciplines and the lack of ability to marshal factual material, as great as this lack has quite often been. The crucial weakness has been the failure to keep abreast and to be able to apply the available and validated research in human values--of growth and development, of motivation, of the principles of learning. Sometimes this weakness resulted from lack of competence, but quite as often from stultifying conditions which prevented the competent teacher from functioning at optimum capacity. This weakness will not be corrected but will be made more tragically apparent by assuming that machines and aides can compensate for a vastly increased load for each professional teacher.[2]

The first part of Stinnett's statement is the one which is of most concern in this investigation. Most graduate students and educators are

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[1] Ibid.

[2] T. M. Stinnett, "A Master Teacher in Every Classroom," Educational Leadership, Vol. 14, No. 7, Apr., 1957, pp. 435-550.

familiar with the many staff utilization and technological approaches to curriculum improvement designed to provide released teacher time from burdensome "housekeeping" functions. Some of these innovations have been aptly described by Kershaw,[1] Partridge,[2] and many others.[3]

The greatest problem envisioned here is that of retaining our most competent teachers and increasing the skills of our less competent teachers. It is common knowledge that many of our better teachers seek better paying positions and quite often engage in "moonlighting." It is herein hypothesized that the greatest and least costly contribution to instruction rests in the retention and better utilization of these more competent teachers who quite frequently possess more than mediocre leadership abilities and are in a sense master teachers.

Teachers as a whole have traditionally lagged behind other college-educated citizens in salary. It is no wonder that teachers with high intelligence and innovative abilities are the first and most apt ones to muster initiative sufficient to leave a somewhat unrewarding profession.

To the salary picture must be added the current status of economic benefits in addition to salary. It has generally been acknowledged in the past that, although salaries in education were not

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[1]Kershaw, op. cit., pp. 11-15.

[2]Arthur R. Partridge, "Staff Utilization in Senior High School," Educational Leadership, Vol. 18, No. 4, Jan., 1957, pp. 217-221.

[3]National Association of Secondary School Principals Bulletin, Locus of Change: Staff Utilization Studies, Vol. 46, No. 270, Jan., 1962 pp. 1-372.

among the highest offered in our economy, one of the most attractive aspects of teaching was the fact that it provided its personnel with many benefits that were not generally offered elsewhere. All available evidence, however, points to the fact that the situation has greatly altered in recent years. As Wermel has stated:

> Wages alone, however, no longer measure total compensation either in public or in private employment. The various kinds of employee benefits provided in addition to cash have added complexities to computations of labor costs. The wide spread development of these benefits in recent years, together with the extension of Federal income tax to the majority of employees, has created a considerable discrepancy between what the employee received in money wages and what the employer pays as labor cost.[1]

As teachers struggle for higher salaries, more fringe benefits and better working conditions, and as educators responsible for instructional improvement continually voice their somewhat dichotomous proposals, the question of merit pay and merit ratings is regularly raised by the latter and rejected by the former.[2]

Lindley J. Stiles, Dean of the School of Education, University of Wisconsin, wrote in School and Society, April 23, 1960:

> Community efforts to reward excellence in teaching by promotional policies are met by almost mass resistance from the rank and file of teachers who oppose the freedom of school systems to recognize individuals' accomplishments. The resulting equal treatment of unequal professional performances tends to debase professional integrity and to turn from teaching many individuals who are not content to be "organizional men," "mass status seekers," or "group directed conformists." Uniform salaries awarded without

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[1] Michael T. Wermel, "The Outlook for Labor Costs in Local Government," Benefits and Insurance Research Center Publication No. 8 (Pasadena: California Institute of Technology, 1958), p. 10.

[2] Virgil M. Rogers, ed., "Merit Rating" or Effective Personnel Policies, Report of Third Annual Workshop on Merit Rating in Teachers' Salary Schedules, (Syracuse: Syracuse University Press, 1960), p. 16.

> benefit of appraisal of individual achievement, repress initiative, reduce creativity and originality, and undermine the "self" of human beings.[1]

The Lakeland, Wisconsin, Board of Education has held that some way must be found to differentiate between salaries on the basis of individual contribution to the total school program. The program instituted by them appears to do this while eliminating many of the objections commonly associated with the merit type schedule.

There are three basic distinctions, ability, time, and responsibility, between the classroom level, professional level, and the master level teachers. The classroom level teachers are expected to receive at least average ratings on a continuing basis and to assume no leadership roles while accomplishing most of their work during the regular 8 to 4 school day.

The professional level teachers are rated above average to superior in classroom effectiveness and assume major responsibilities in some academic or co-curricular functions. These teachers often work more than a 40-hour week (excluding paper grading, lesson plans, etc.) and function in such activities as accelerated student projects, curriculum study and co-ordination, in-service leadership, athletic director, head coach of activities, etc.

Master level teachers are holders of the Master's degree and fulfill the requiremnts of the professional teacher. In addition, they can be relied upon to act as department heads, assist young teachers, and assume leadership functions in their areas of education. They must

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[1] Ibid.

be available for 200 days rather than the regular 190 day contract.[1]

At the bachelor's level, the state of Oklahoma has the highest percentage of degree holding teachers in the United States. A highly significant per cent of Oklahoma teachers have advanced certificates and degrees. If there are such people as professional level and master teachers, Oklahoma has its share. It is reasonable to assume that a substantial number of these teachers are engaged in some form of supervision since, in an effective system, local school supervision must be performed.

Need for the Study

A study is needed to answer the following questions with regard to "quasi-supervisors" in Oklahoma's Public High Schools and the functions they perform:

(1) To what extent are the more competent Oklahoma teachers performing part-time supervisory functions?

(2) What are the general scope and nature of part-time supervisory functions performed by Oklahoma teachers?

(3) What are the general characteristics, the status and role of part-time supervisors in the state of Oklahoma?

(4) What are the administrative practices and other attitudes toward quasi-supervisors and the functions they perform?

The above questions provide an approach to the clarification of the role of the quasi-supervisor and assume that his role will vary according to the size of the school in which he works. Therefore, the study sample will be divided into small, medium, and large schools.

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[1] Carl Eisemann, "A Job Rated Schedule for Teacher Salaries," School Board Journal, Vol. 143, July, 1961, pp. 15-16.

Statement of the Problem

The problem of this study was to develop a profile of the quasi-supervisor of science-mathematics in Oklahoma public high schools.

A sub-problem of the study was to determine the extent to which quasi-supervisors think they should be performing selected supervisory functions.

A second sub-problem of the study was to determine the extent to which selected high school principals agree to the utilization of competent classroom teachers for the performance of selected supervisory functions.

Purpose of the Study

The purpose of the study was to investigate the extent to which Oklahoma classroom teachers, on a part-time basis, engage in supervisory-type activities. A second purpose was to determine the extent to which high school principals recognize, encourage, and reward quasi-supervisory practices and their attitude toward the performance of certain non-teaching professional functions by teachers.

Significance of the Study

The identification of this either formally or informally defined quasi-supervisory role and the determination of the extent to which it is being performed is seen as contributing to a better understanding of school organization and administration. Such an understanding should point the way toward more workable educational practices regarding the emerging role specializations, status, and compensation of the classroom teacher. In essence, it may be possible to retain our more competent

teachers by involving them in more responsible tasks which would permit a satisfactory justification for increasing their incomes. In turn, their contribution to the improvement of instruction might conceivably be derived through their assistance and leadership provided for the new and the less competent teachers in the various subject areas.

These subject area teachers by working more than the normal hours that teachers work or by working during the summer months or by being granted released time from teaching (teaching less classes than other teachers), could spend more time in keeping up with the latest curriculum developments and serving as an on-the-spot liaison person between state and district level curriculum workers and the classroom teachers.

Design of the Investigation

As a first approximation, a general survey of Oklahoma high schools was made in order to ascertain numerically the general scope of quasi-supervisory practices of high school teachers. Questionnaires were mailed to 424 high school principals and 332 or 78.30 per cent were returned.

Focusing upon quasi-supervisors of science and mathematics, a survey was made to determine the various duties, responsibilities, compensations, etc., which characterize their status and role. There were 94 quasi-supervisors included in the survey. Their names had been submitted by the 332 principals who participated in the general survey. Of the 94 questionnaires mailed to quasi-supervisors, 53 or 56.38 per cent were returned. Primarily, the quasi-supervisory functions of these teachers

were grouped into six duty categories. These categories were: (1) Planning, (2) Administration, (3) Supervision, (4) Curriculum Development, (5) Demonstration Teaching, (6) Research.

The science and mathematics teachers who responded to the mailed questionnaire were placed into groups according to the total number of teachers who teach grades 7-12 in their respective schools (mounting evidence indicated that this grouping was superior to one based on school district size). Eleven quasi-supervisors were interviewed at their respective schools. They were selected on the basis of their responses to the questionnaire items and according to school size. The purpose of the interviews was to gather more specific information relative to the organization and administration of the respective schools and the status and role of the quasi-supervisors.

The data from the questionnaires and interviews were analyzed and presented with respect to school size. In essence, these presentations constitute a profile of the quasi-supervisor of science-mathematics with respect to the six duty categories and with respect to school size. Condensation of these analyses resulted in the development of a profile of the quasi-supervisor of science-mathematics in Oklahoma public high schools.

Science and/or mathematics quasi-supervisors were chosen on the assumption that the efforts toward curriculum change in these areas would be most likely to require the performance of the quasi-supervisory role. However, the lack of uniqueness of the functions around which the questionnaires were constructed allowed for the adoption of the quasi-supervisory profile of the sample as an approximation of the profile of

all quasi-supervisors in Oklahoma public high schools.

Diagramatically, the design of the investigation takes the form shown on page 13.

Data Collection

The data collected in the investigation were obtained from three mailed questionnaires. Subsequent data in addition to that gathered from questionnaires were obtained through visits to several high schools and follow-up interviews with quasi-supervisors. Further details of data collection and data collection techinques are given in Chapter III where the data collection instruments are explained in greater detail.

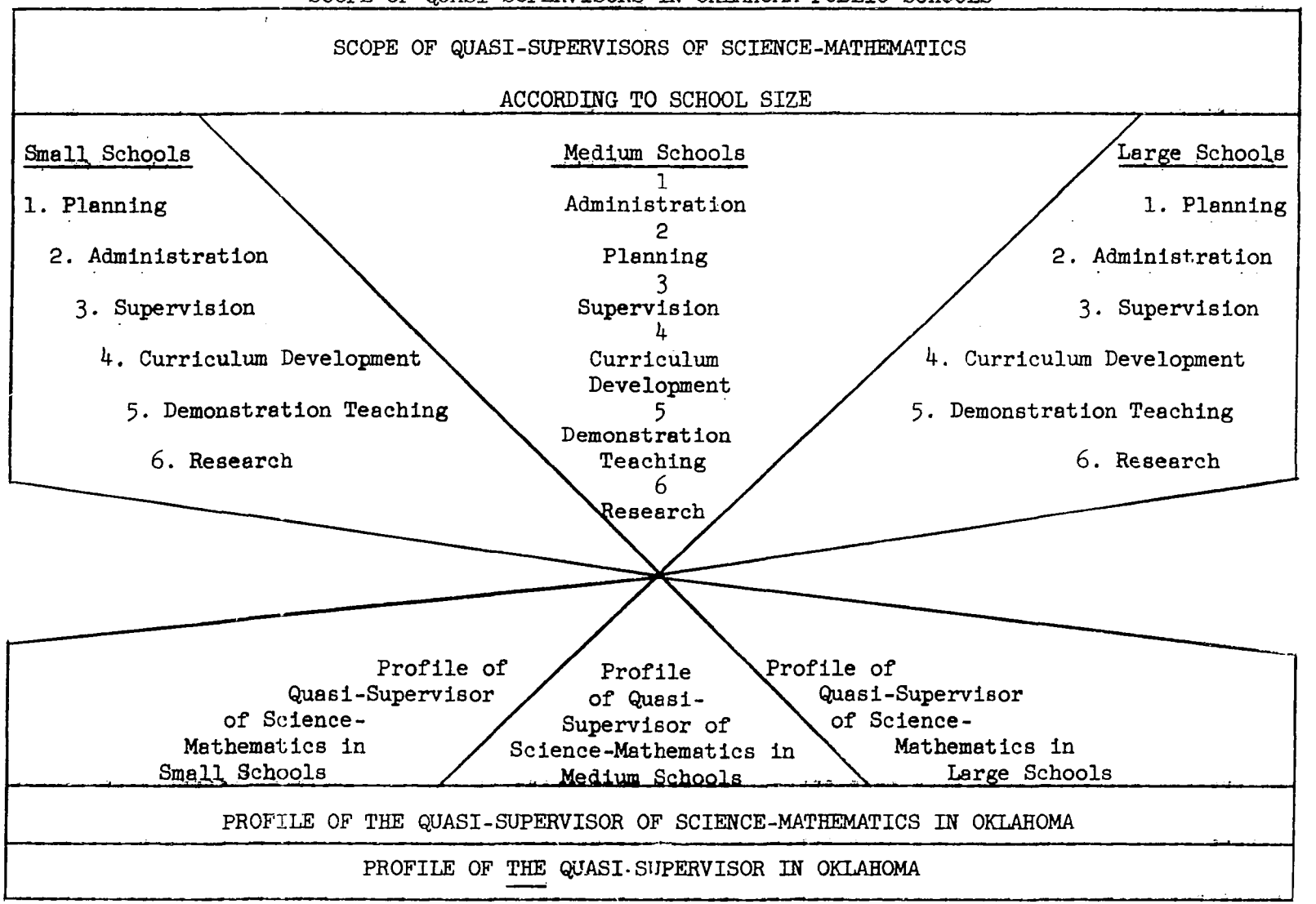
Limitations

The investigation was limited to Oklahoma public high schools employing at least five teachers in grades 7-12 and located in school districts which contained at least two attendance units.

Definition of Terms

Quasi-supervisor.-- A term that refers to a classroom teacher who teaches at least two classes per day in addition to engaging in certain other activities which might come under one or more of the broad concepts of planning, administration, supervision, curriculum development, demonstration teaching, or research. Since all classroom teachers engage in some of these activities to some degree, it should be pointed out that the quasi-supervisor does so in an effort to improve instruction in classrooms other than his own and on a teacher-for-teacher level as distinguished from a teacher-for-pupil level.

SCOPE OF QUASI-SUPERVISORS IN OKLAHOMA PUBLIC SCHOOLS



Quasi-supervision.--The non-teaching, professional activities of quasi-supervisors which might come under one or more of the broad concepts listed above.

Part-time supervisor.--This term is used interchangeably with the term quasi-supervisor.

Part-time supervision.--This term is used interchangeably with the term quasi-supervision.

Status.--Used here, the status of quasi-supervisors refers their position in the organizational structure of their respective schools with regard to titles, line and staff relationships and compensations.

Role.--Used here, the role of quasi-supervisors refers to their functioning with regard to the twenty-seven activities contained in the questionnaire mailed to them.

Science.--This term loosely refers to all high school courses commonly taught as science courses, the earth sciences, the biological sciences, and the physical sciences.

Mathematics.--This term refers to all computational courses taught in high school and includes arithmetic through the calculus course. Courses taught by business education teachers would normally be excluded.

Classroom teacher.--A teacher who is assigned classroom teaching responsibilities.

Quasi-supervisor of science or mathematics.--A classroom teacher who teaches at least two classes in science or in mathematics and is by definition a quasi-supervisor.

Semi-or official capacity.--A working arrangement whereby special consideration may or may not be granted but the teacher involved is directly responsible to a high school principal for his teaching assignment.

High school.--Any school that caters to pupils in any grade distribution of K-12 but specifically including grade twelve.

Small high school.--A high school which has fewer than thirteen teachers for grades 7-12.

Medium high school.--A high school that has at least thirteen but fewer than thirty-five teachers for grades 7-12.

Large high school.--A high school that has more than thirty-four teachers for grades 7-12.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

The abundance of literature on supervision makes a comprehensive review somewhat prohibitive for presentation here. Yet, it was felt that a truly contributive investigation could not be conducted unless the whole area of teaching were thoroughly perused. For these reasons, an attempt has been made to relate only a few of the confounding considerations which must be made in order to approach an understanding of organizational and administrative as well as the supervisory aspects of public education.

Beginning with a brief historical citation, articles are reviewed which give a very brief overview of organizational and administrative practices and issues concerning supervision at the state level, district level, school level, and teacher level.

Related Literature

Just as the superintendency evolved from a lay position, often of an elective nature, to a position of professional status, so the position of supervisor of instruction has grown with an increasing awareness of the professional nature of teaching. During that period of time when a teacher was one who had just graduated from high school, or at most from a one-year post-high-school training class, it was

felt that supervisors were needed to direct the teacher's classroom activity. Thus, the decade of the 1920's saw instructional supervision as the practice of directing people of less than professional grade in the daily activities involved in providing instruction.[1]

The publication of the Fourth Yearbook of the Department of Supervisors and Directors of Instruction in 1931, was a bench mark in the professionalization of supervisory personnel. That yearbook brought together information about the studies of supervisory effectiveness and proposed criteria for guidance in the further evaluation of supervision:

1. It increases the amount of pupil progress toward desired educational objectives.

2. It increases the amount of progress of the community toward recognized objectives.

3. It increases the amount of progress of teachers toward recognized objectives.

4. It increases the amount of progress of principals toward recognized objectives.

5. It increases the amount of progress of supervisors themselves toward recognized objectives.

6. It results in instructional materials that approach more nearly the accepted standards.

7. It results in instructional methods that approach more nearly the accepted standards.[2]

Time and an overriding concern for the professionalization of the teacher has brought about some shifts in emphasis in the role of the supervisor. While these shifts may be subtle in nature, they are

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[1] John Wilcox, "Another Look at Supervision," The Bulletin of the National Association of Secondary School Principals, XLVII, No. 280, (February, 1963), pp. 82-91.

[2] Ibid.

real, and it could be that they may lead toward organizational activity rather than toward activity that produces results in terms of those envisioned by those who prepared the Fourth Yearbook.[1]

On the subject of practices of the various states in providing supervisory personnel, Cox wrote that:

> Some states provide little supervision of individual subjects while others exert considerable effort in this direction. Thus the influence of the states in improving the quality of instruction in the various subject-areas varies from almost no aid in some states to a substantial amount in other states. At the present time there appears to be a trend in the direction of more supervision at the state level, especially in certain areas. The future may bring additional increases as more than half of the states reported plans for more supervision in 1959-60 and again in 1962-63; many have indicated a willingness to utilize outside assistance when state department supervision is not available.[2]

Busch[3] reported that up to 1958, only four or five state departments of education had on their staff a person with special training and responsibility in the field of science education, and that even fewer had any such person in mathematics education.

In 1961, nearly every state had one or more persons so assigned. In general, at the local district level, this same situation holds true with respect to personnel with similar responsibilities. Whereas several years ago only the largest districts were likely to have a special supervisor in any academic area, today some of our smaller districts have been able to assign a qualified person at least on a part-time basis for the coordination or supervision of science and/or

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[1] Ibid.

[2] Roy L. Cox, "State Supervision of Special Subjects," Peabody Journal of Education, XLII, No. 2 (September, 1964), pp. 91-94.

[3] James W. Busch, "Supervision of Science and Mathematics," School Science and Mathematics, LX, No. 4 (April, 1961), pp. 297-301.

mathematics.[1]

The increase in state-level science and/or mathematics supervisors is highly attributable to the fact that the National Defense Education Act provides the funds for their salaries. However, there are also many other reasons why there has been an upsurge in both state and district level supervisors not only in the science and mathematics area but in other areas as well. Not least among these is the increasing awareness of the part of educators and the general public that the quality of instruction needs improvement on a continuing basis.

Daniel Paul, principal of Beechwood School, Holland, Michigan, explains how his school district faced the problem of teachers' needs and the financial and organization problems connected with consultant services. Concentrating their experimental efforts in the area of art, they sought a plan which would be of low cost, be helpful to teachers, and keep responsibility for instruction in the hands of the classroom teachers.[2]

As a first step, they analyzed the reasons why classroom teachers needed assistance in art. Since the four reasons they identified were somewhat peculiar to their school district, they are not included here. However, their solution, which involved the utilization of "well qualified elementary teachers who had left the profession because of family responsibilities" on a part-time consultive

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[1] Ibid.

[2] Daniel Paul, "Consultants On a Shoestring," The National Elementary Principal, XLII, No. 3 (January, 1963), pp. 30-31.

basis, is highly unique.

They reasoned that many of these persons would enjoy utilizing their professional skills again, especially if the time away from their families was limited. The principal attests that the program has been highly successful and of considerable benefit to himself and the art teachers. Although the program does not appear to be superior to a more costly full-time arrangement, they were very pleased with it and planned to extend it into other subject areas.[1]

As we approach supervision at the local school level, the organizational and administrative problems increase. Some earlier issues concerned whether or not the supervisor should occupy a line position between the teacher and the principal or between the principal and the superintendent. While these issues have been all but resolved in most instances by the cordinate plan of supervision wherein the supervisor occupies a staff position, the question of who has how much of the responsibility for instructional improvement has not been satisfactorily answered.

Messinger,[2] in discussion of the purposes for supervision, briefly states the problem thusly:

> These supervisory purposes and many others long ago led to the creation of the local school building principalship, the departmentalization of staff, various district services and district personnel. However, the relationship between the principal and the specialist supervisor has rarely been explicitly defined, or been very successful in operation. The inability of the principal to know nearly as much as his faculty in terms of the various

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[1] Ibid.

[2] Leon Messinger, "New Patterns of Supervision: District Councils," Journal of Secondary Education, XXXVIII, No. 8 (December, 1963), pp. 134-37.

> disciplines has been a major factor. But the primary source of conflict is the manner in which the specialist supervisor works with the staff he wants to service.[1]

The principal is logically responsible for the supervision of all instruction in his school. He cannot know as much about any one segment as a true specialist, yet, he cannot yield concern or responsibility to any outside source completely for he is responsible for the success of the total program in his school.[2]

While the review of related research, to be presented later in this chapter, supports the contention that principals and supervisors often disagree on responsibilities and methods, the major concern here is that teachers are not receiving the quantity nor kind of supervision which they need and want. Teachers' needs are intimately related to the conditions under which they work. While the research review identifies these needs more precisely, the question is, why do teachers have needs for supervision.

American high school teachers are frequently criticized for not keeping up with their subject fields; for not staying abreast of research findings in child growth and development; for not writing and belonging to professional organizations. In all sincerity, how can they?

The majority of secondary school teachers teach five classes each day, with a study hall, hall duty, and an extracurricula activity such as coaching a play, preparing an exhibit, conducting a science fair, etc., thrown in. For three or four minutes between classes the

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[1] Ibid.

[2] Ibid.

teacher is expected to be standing by the door of his classroom monitoring entering and leaving students, and ten minutes are allowed for a smoke if he gulps down lunch and is not on hall duty. Otherwise, the high school teacher is occupied for every minute of every day. Who can blame him for collapsing exhausted in the teachers' lounge at 3:30 for a coke and cigarette before going home? By this time, he is mentally and physically exhuasted and must muster all his physical reserves even to grade papers. If particularly conscientious, he may make a few preparations for the next day's work.[1]

When evening duties such as taking tickets at a ball game, chaperoning a school dance, etc., are added to the above conditions, it is no wonder that even the most enthusiastic, well-prepared, and energetic teacher falls into somewhat of a rut. This means, then, that despite the best efforts of the National Science Foundation, consultants, and supervisors, many of our better prepared teachers are going to fall behind again.[2]

It has been suggested that school boards should hire nonprofessional personnel on a part-time basis to attend many of the clerical and evening chaperoning duties of teachers. Concurrently, it is advocated that the working day of teachers be extended to 5:30 while reducing the teaching load of the teacher from 5 of 6 periods for 4 or 5 of 8 or 9 class periods per day. As a result, Hedges states,

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[1] William D. Hedges, "A Straight Forward Plan to Reduce the Teacher's Load," Clearing House, XXXVIII, No. 6 (February, 1964), pp. 342-45.

[2] Ibid.

> There will be no frenetic pressing of four or five classes together. Instead there will be a class now and a class then. Between classes there will be time for reading in her small office, time for conferences with students, time for a coffee break, time for planning with other teachers, time for meeting with parents, time for preparing examinations.
>
> When the teacher leaves the school she will be done. There is no bundle of papers, no tickets to take at the ball games. She can spend a normal evening doing what she wants to do. By spreading the classes throughout the day, she will not be exhausted by 3:00 as at present, unable to think of anything but rushing out the door to get away from it all.[1]

The above approach coupled with the fact that there can be no valid justification for teaching all classes for 5 days a week appears to set the stage for instructional improvement far better than the thinly spread supervisory practices now so highly endorsed. Partridge[2] has reviewed several plans which have been placed into practice to accomplish better staff utilization. Among these were team teaching, schedule modification, ungraded classes, use of teacher sides, and other innovations.

A study by Norton,[3] entitled "Teachers' Suggestions for Improving Teacher Load," closely parallels the provisions of Hedges' proposals with the exception of the longer school day. In addition, Norton found that sixty-eight and three-tenths per cent of the 363 responding teachers recommended extra pay for extra work while only twenty-nine and two-tenths

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[1] Ibid.

[2] Arthur R. Partridge, "Staff Utilization in Senior High School," Educational Leadership, XVIII, No. 4 (January, 1961), pp. 217-21).

[3] Monte S. Norton, "Teachers' Suggestions for Improving Teacher Load," National Association of Secondary School Principals, LXIV, No. 253 (February, 1960), pp. 64-68.

per cent favored equal work loads without extra pay.

While teaching loads are already prohibitive, in many schools, to the teachers' participation in school planning and professional growth activities, it is highly recommended that teachers should participate in such activities. Wahlert,[1] Wiles,[2] Cottrell,[3] Dean,[4] Prater,[5] Littrell,[6] and many others have emphasized (1) the importance of the individual school organization, (2) the importance of teacher participation in planning, research, and curriculum work, and (3) the need for on-the-spot curriculum coordination and supervision.

The demand for teachers surely means that school boards will not always be able to hire and to retain all highly qualified personnel. However, we know that the number of able teachers has greatly increased. Better methods of selection for teacher education programs, better programs of teacher education, more years of education prior to entry into service, more careful selection procedures for initial employment,

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[1] Jennie Wahlert, "Creative Supervision for Living and Learning," Educational Leadership, XLV, No. 1 (October, 1956), pp. 39-42.

[2] Kimball Wiles, "Does Faculty Participation Produce Curriculum Improvement?" Educational Leadership, XV, No. 6 (March, 1958) pp. 347-50.

[3] Martha J. Cottrell, "Problems of Giving and Receiving Help," Educational Leadership, XVI, No. 8 (May, 1959), pp. 493-49.

[4] Stuart E. Dean, "Why Look at School Organization?" Educational Leadership, XVII, No. 7 (April, 1960), pp. 406-409.

[5] John Prater, "Improving the Skills of Teaching," Educational Leadership, XXI, No. 5 (November, 1961), pp. 95-89.

[6] J. Harvey Littrell, "Varied Attitudes of 488 Teachers Toward Curriculum Development," Clearing House, XXXVIII, No. 6 (February, 1964), pp. 339-41.

more supervisory attention in the early years of service, extended programs of in-service education and more consultant help for experienced teachers at work, more opportunities for advanced training, and better salary schedules--all have combined to increase the supply of able teachers.[1]

In summary, it seems appropriate that the passage from the April, 1957, edition of Educational Leadership be stated again:

> . . . Furthermore, it seems clear to me that the cardinal weakness of teachers has not been, as the critics generally assert, the lack of mastery of the basic disciplines and the lack of ability to marshal factual material, as great as this lack has quite often been. The crucial weakness has been the failure to keep abreast and to be able to apply the available and validated research in human values--of growth and development, of motivation, of the principles of learning. Sometimes this weakness resulted from alck of competence, but quite as often from stultifying conditions which prevented the competent teacher from functioning at optimum capacity. This weakness will not be corrected but will be made more tragically apparent by assuming that machines and aides can compensate for a vastly increased load for each professional teacher.[2]

If all teachers are not immediately to be given adequate time and guidance in instructional improvement, what is the next best supervisory technique? Perhaps a partial answer is that the highly competent teachers in the various subject areas might be given some released time from teaching and/or extra compensation for the coordination of a small portion of the instructional program.

Related Research

A number of studies have been made to ascertain and compare the

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[1]Alexander Frazier, "The New Teacher--And a New Kind of Supervision?" Educational Leadership, XXI, No. 2 (November, 1963), pp. 97-100.

[2]Stinnett, op. cit.

opinions of teachers and supervisors toward the most helpful supervisory procedures. A number of other studies have been concerned with the perceptions which various groups of school personnel have of the supervisor's role. These studies have focused upon the principal, the consultant, and the specialist as a supervisor but have not treated the subject of the classroom teacher as a part-time or quasi-supervisor.

Although the studies presented here have overlapping conclusions, an attempt has been made to separate those concerned with the organizational and administrative aspects of supervision from those primarily concerned with practices. It will be noticed that most studies do not lend themselves well to such differentiation. Likewise, functions or services considered to be most helpful are indicative of and causually related to perceptions of the supervisor's role.

Lindsay's [1] study was undertaken to determine whether a single administrative official, the principal, could adequately deal with the administrative, supervisory, and curricular tasks involved in large elementary schools; to determine whether the assignment of an assistant principal represents an adequate solution to the problem of increased administrative responsibility. An additional purpose was to identify and describe administrative and supervisory practices which had been found to be effective in the cooperating schools in his study.

Lindsay's last three conclusions are representative of findings of most researchers in this area. He concluded:

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[1] Donald Bryce Lindsay, "An Investigation of Current Administrative and Supervisory Practices and Problems in Large Elementary Schools in Iowa," Unpublished Doctor's dissertation, State University of Iowa, 1960, pp. 261.

5. The supervisory practices which were judged to be outstanding were those (a) in which teachers were involved in all phases of planning and conducting in-service training activities, in maintaining communications between teachers and supervisory personnel at all levels, and in evaluating outcomes, (b) in which relief was provided for teachers during the school day for purposes of holding supervisory conferences or to allow the teacher to visit other teachers in action, (c) in which small groups of teachers were brought together to work out solutions to common porblems, and (d) where specific help was provided to teachers in the form of guides to planning and the services of educational consultants.

6. There are a number of administrative practices in some of the cooperating schools which are questionable but which could be improved by reassignment of responsibility or by addition of more personnel. Briefly stated these practices fall into two categories: (a) lack of a systematic plan for communicating to teachers basic information concerning administrative responsibilities and (b) failure to routinize and delegate responsibility for activities which are of a recurring nature.

7. Supervisory practices in some areas are not operating satisfactorily in some of the cooperating schools but probably could be improved by assigning additional personnel or by reassignment of responsibility. These practices fit into two general categories: (a) lack of a systematic procedure for explaining to teachers the system-wide allocation of job responsibilities and (b) lack of sufficient personnel to accomplish many of the supervisory tasks existent in large elementary schools.[1]

While Lindsay's study was concerned with elementary schools in the state of Iowa, his findings are supported by Molino.[2] His conclusions were:

(1) No consistent pattern of supervisory organization exists in the unified school districts of California. (2) At present, the 6-3-3 plan of organization predominates among unified school districts of California and is becoming more prevalent as districts continue to grow. (3) The lack of funds for supervisory services is seriously handicapping the educational program in California. (4) Clarification is needed regarding the person or persons

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[1] Ibid.

[2] Henry Samuel Molino, "Organizational Patterns for Supervisory Services in Selected California Unified School Districts," Unpublished Doctor's dissertation, University of Southern California, 1960, pp.419.

actually responsible for the evaluation of teachers.[1]

Molino recommended that all educators should scrutinize objectively the total organization for providing supervisory services in their districts and that master teachers should be utilized as teacher-consultants to assist elementary, junior, and senior high school teachers. His findings and those of Lindsay point out that there is a need for better communication between administrators and teachers in matters of policy.[2]

The purpose of Lott's[3] study was to statistically analyze the concepts of the roles of the ideal supervisor and the actual supervisor in the public schools as indicated by samples of elementary teachers, secondary teachers, elementary principals, secondary principals, supervisors and superintendents. He found that:

> Highly significant differences existed among the six groups of educators in their concepts of the ideal and the actual role of the supervisor. Statistically significant differences were also found to exist in comparisons of each group with every other group in their concepts of both the ideal and the actual role of the supervisor. When compared to other groups, supervisors were found to differ significantly on more items than did other groups when compared to each other. The greatest differences were found in comparisons of supervisors to elementary teachers and to secondary teachers. A difference of 36 per cent and 33 per cent respectively were found in their descriptions of the actual role of the supervisor.[4]

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[1] Ibid.

[2] Ibid.

[3] Jurelle Gilmore Lott, "A Statistical Study of the Concepts of the Role of the Instructional Supervisor," Unpublished Doctor's dissertation, University of Georgia, 1963, pp. 192.

[4] Ibid.

Thus far, and in many other studies, two recurring factors have dominated the major findings and concluding marks of the investigators. It would appear that (1) there is little uniformity among states and among school districts within states regarding supervisory practices, and (2) superintendents, principals, and teachers often do not agree on the role of the supervisor. From here, attention will be directed toward teachers' attitudes toward supervisory practices.

Sandberg[1] conducted a study of "Beginning Teachers' and Supervisors' Appraisals of Selected Supervisory Techniques." The purposes of his study were to (1) determine the specific techniques employed by elementary school supervisors whose full time responsibility is to assist beginning teachers, (2) to identify the techniques which beginning teachers and supervisors believe are effective in helping beginning teachers succeed in their work, and (3) to compare the ideas of beginning teachers with those of supervisors regarding the degree of effectiveness of each of the supervisory techniques.

His study involved nine hundred forty-nine beginning teachers who were asked to rate on a seven-point scale the degree of effectiveness of sixty-seven supervisory techniques designed to help beginning teachers succeed in their work. His conclusions were:

> School districts throughout the United States generally do not provide supervision which focuses specifically upon assistance for beginning teachers. However, supervisors and beginning teachers in the seven districts, which participated in this study and did provide this assistance, regarded this assistance as effective in helping beginning teachers succeed in their work.

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[1] Herbert Holmes Sandberg, "Beginning Teachers' and Supervisors' Appraisals of Selected Supervisory Techniques," Unpublished Doctor's dissertation, The Pennsylvania State University, 1963, pp. 207.

> The data indicated that beginning teachers in these districts desired supervision which helped them with their day to day planning, provided pertinent information, furnished practical suggestions, and provided opportunities to discuss classroom problems and find possible solutions to them.
>
> Beginning teachers in this study rejected those techniques of supervision which were inspectoral in nature. Disapproval of techniques for which the purposes were not clearly understood also was expressed by beginning teachers. Supervisors disagreed with beginning teachers by indication that they thought inspectoral supervision was effective.[1]

While Sandberg's last conslusion again points to the difference of opinion that exists between the supervisor and the teacher, it was also concluded that teachers want supervision which helps them in their day to day planning and which is beneficial to them in their own unique classroom situations. Before turning to a study which strongly supports the findings of Sandberg, it should be pointed out that teachers are not only individualistic with regard to their supervisory needs and wants, but schools and attendance units have a degree of uniqueness in this regard as well. Neville's study was significantly found this to be true.

Neville's[2] study was projected toward "The Supervisory Function of the Elementary School Principal as Perceived by Teachers." Her findings revealed that there was a significant difference in perception among male and female teachers but not among tenure and non-tenure teachers or among upper grade and lower grade teachers. She concluded that:

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[1] Ibid.

[2] Richard Francis Neville, "The Supervisory Function of the Elementary School Principal as Perceived by Teachers," Unpublished Doctor's dissertation, University of Connecticut, 1963, pp. 128.

> . . . Schools have distinctly different perceptions of the supervisory function of the principal. Common perception does not exist. It is important, therefore, that supervisory plans be developed at the local school or "grass roots" level. In this way a more accurate picture of supervisory needs could be determined and appropriate steps taken to improve the quality of instruction through effective supervision.[1]

Margaret Van Meter[2] conducted a study of "Opinions of Teachers Concerning the Most Helpful Supervisory Procedures." Basically, her study was designed to ascertain what supervisory procedures were most helpful when used by the principal or by the consultant. Her study consisted of the findings of a questionnaire sent to one hundred and seventy-one elementary teachers in Santa Barbara, California. Of the one-hundred thirty-seven returned questionnaires, a sample of fifty were summarized in her study.

A five-point response was sought on each supervisory technique or procedure. The number one was to be placed by the most helpful techniques or procedures; number two was to be placed by those very helpful; number three, helpful; number four, slightly helpful; number five, not helpful.

Her results indicated that teachers preferred: (1) small group meetings, (2) bulletins, (3) scheduled and unscheduled visits, (4) personal conferences with principal and consultant, (5) demonstration lessons, (6) intervisitation, (7) institutes, (8) helpful teaching aids supplied or suggested, (9) the principal acquainting them with a

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[1] Ibid.

[2] Margaret Van Meter, "Opinions of Teachers Concerning the Most Helpful Supervisory Procedures," Educational Administration and Supervision, XLIII, No. 4 (April, 1957), pp. 217-22.

variety of teaching methods, (10) participating in planning school policies, and (11) help from the principal on problems concerning pupil control.[1]

In summary, teachers appear to favor specific help in their teaching areas by qualified personnel who understand their particular situation and are available in the time of need. They also reject the "outsider" type supervisor who seldom is available, is inspectoral in nature, and who projects ideas and materials which are ideally based rather than specifically related to their own school situation.

This summary is further supported by Meierhenry[2] who conducted a survey of the existing status of supervisory services and activities in selected secondary schools to determine what is being offered, the effectiveness of the offerings and the services and activities considered desirable by teachers and supervisors.

A questionnaire was submitted to 407 secondary teachers and 26 supervisors in Colorado, Kansas, Iowa, South Dakota, and Wyoming in towns of 10,000 to 20,000 population. Meierhenry's conclusions were:

> (1) Teachers and supervisors are generally favorable toward some type of supervisory program and to the nature of the services currently being offered. (2) Male and female teachers were ordinarily in close agreement as to the kinds of supervisory activities considered desirable and in evaluating programs. (3) Teachers place considerably less value on classroom visitations by the supervisor than do supervisory personnel. (4) A majority of classroom teachers in secondary schools receive most of their ideas for the improvement of instruction from "books and periodicals"

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[1] Ibid.

[2] Wesley C. Meierhenry, "A Study of Supervisory Services and Activities of Selected Secondary Schools for the Improvement of Instruction," Unpublished Doctor's dissertation, University of Nebraska Teachers College, 1964, pp. 204.

and "other teachers." (5) Classroom teachers do not feel that the teachers' professional library is valuable as a source of information for the improvement of instruction. (6) The Principal is the school official that administers supervisory services in most of the schools. (7) Nearly one-half of the classroom teachers dislike classroom visitations. (8) Supervisors place considerably less value on the supervisor's bulletin than do classroom teachers. (9) Departmental meetings are very popular with secondary classroom teachers. (10) Consultant services, demonstration teaching and inter-school visitations are offered too infrequently in supervisory programs. (11) Of the supervisory activities being used, teachers ranked departmental meetings, staff meetings, and individual teacher conferences the highest. (12) Teachers ranked classroom visitations, consultant services, demonstration teaching and inter-school visitations the lowest when ranking activities being used in their systems. (13) Secondary schools hold, on an average, twelve staff meetings per year. (14) Each teacher is visited by the supervisor, on an average, once each year. (15) Each teacher has an opportunity for two principal-teacher conferences each year. (16) Teachers desire workshops but are somewhat dissatisfied with the methods used and the results obtained. (17) Teachers and supervisors generally agree to the rating of "average" for supervisory programs. (18) Classroom research and experimentation is encouraged in secondary schools. (19) Teachers have opportunity for informal visits with supervisors. (20) Many supervisory programs are considered "below average" and "poor" by teachers and supervisors. (21) Beginning teachers and experienced teachers generally agree as to type of supervisory activities considered desirable. (22) Supervisors cannot devote enough time to supervision due to other assigned duties. (23) Supervisors rate classroom visitations and teacher conferences as the most desirable supervisory activities. (24) Supervisors consider staff meetings and the supervisor's bulletin as the least valuable of the supervisory activities. (25) Classroom teachers and supervisors generally approve of the supervisory services as suggested by authorities in the field. (26) Teachers do want supervision of the right kind.[1]

The original expectation in the present investigation was that part-time supervisors of subject areas would usually have some title such as, department head or chairman. However, a search of the literature revealed that most studies concerned with the status and role of

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[1] Ibid.

department heads and chairmen have been directed toward college and university administration. Cook's[1] study proved to be a valid exception.

Cook sought to examine and analyze the background, the duties, the functions, and the organizational status of the department headship in public secondary schools in the light of current concepts of the purposes and organization of the comprehensive high school as practiced in secondary education today. Though some of Cook's conclusions do not support the findings of other investigators in this area, it should be pointed out that his conclusions were based upon an interpretation of the available literature rather than upon personal experimentation. His conclusions were lengthy but since any attempt at deletion would result in misrepresentation, they are cited below in their entirety:

> Past practice and experience tend to indicate that process-centered organizations lend themselves to specialization. Specialization divides labor and develops workers into specialists whose skills become limited to a single process or activity. The department head originated in this type of organization and has served with credit as a supervisory medium where close supervision or inspection of process is necessary to insure strict conformity.
>
> Evidence points to the department head as an adoption from industry into the secondary school organization as early as the middle 1800's. In education, this position has contributed to subject supervision by maintaining excellence in the mastery of subject matter. In the past this procedure has been considered as standard practice for all students, in particular, those desiring to enter college.
>
> The department head, properly equipped, and usually an expert in his subject, has been prone to direct his interest and efforts toward engendering proficiency in his subject in both teachers and students. His position, according to organizational structure, was

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[1] Benjamin J. Cook, "An Analysis of the Role of the Department Head in Achieving the Aims of Secondary Education in the Comprehensive High School," Unpublished Doctor's dissertation, Rutgers University, 1960, pp. 238.

that of a line officer with responsibility for building a program in his field.

Expressed opinions and observation of practice recorded in this study indicate that successful supervision by department heads in a subject-centered curriculum has been limited by lack of time, inadequate direction by administration, poor selection of candidates, lack of concept of the position, weak definition of the duties and responsibilities, and lack of training in leadership and techniques of supervision. Even though there appear to be many points of questionable performance the records indicate that in many schools the department head has been instrumental in bringing students to mastery of his subject with a view of preparation for continued training and study in the field.

Survey data and record of practice tend to support the claim that the subject-centered curriculum does not meet the needs of youth as they prepare to become citizens, parents, and wage earners.

The findings of this study manifest an increasing and positive movement toward the purpose-centered curriculum. It is an expressed preference for instruction which will prepare youth for life. It is based on a broad or major purpose-centered curriculum offering greater learning possibilities for the "whole child" and cares for his immediate needs as well as those of the future. The findings record, since 1910, a continued trend away from the departmentalized organizational structure with the department head in charge. There is supporting evidence that the department head organization does not foster a major purpose concept in the secondary school program.

Supervision, as conceived today, is a coordinating-helping procedure which does not need expert knowledge of each subject supervised. This change in supervisory need and the major purpose grouping of subjects tend to minimize subject and departmental lines. Practice has shown that the department head can serve well in this situation as a consultant in curriculum matters which demand expert information on subject matter.

Where major purpose group coordinators are employed, they tend to be generalists rather than specialists, and as such have no preferences in subject offerings other than the contribution a subject can make to the achievement of purpose. The full time curriculum and instruction specialist, with no assigned teaching, is more accessible to teachers for help than the department head.

Since a purpose-centered curriculum does not need the close inspectoral supervision of the subject specialist, the span of control has possibilities of being increased. The use of major purpose committees composed of teachers from all subject areas can provide a means of fostering the purpose-centered instructional pattern and a medium of curriculum direction and control in the

comprehensive high school.[1]

Cook recommended that a study be made of:

(1) The relative costs of department head supervision as compared to improvement of instruction by means of subject area chairmen, purpose-centered chairmen, and/or curriculum coordinators.

(2) A further look into special training applicable for those now carrying on the responsibilities of department heads with a view to broadening their activities in terms of the major purposes of secondary education.[2]

The review of the literature has revealed that: states and school districts differ greatly in their efforts to provide supervisory and consultant help to the local schools; there is little agreement at all levels regarding how much of what kind of supervisory services should be provided; school districts have experimented successfully with a variety of approaches to supervision; teachers desire supervision which focuses upon their own unique instructional settings and problems; teachers are not receiving the quantity nor kind of supervision they desire from supervisors and consultants.

It has been assumed that some Oklahoma teachers are working longer than the normal school hours and that supervision is being performed at the local school level. The teachers who perform these functions are the subjects of this investigation. The literature led the investigator to conclude that the identification of this either formally or informally defined role and the determination of the extent to which it is being performed should contribute to a better understanding of school

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[1] Ibid.

[2] Ibid.

organization and administration. This investigation was initiated with this view in mind.

CHAPTER III

QUESTIONNAIRE DESIGN: SELECTION AND DESCRIPTION OF THE SAMPLES

Overview

There were three structured questionnaires used in this study, labeled respectively: SURVEY OF THE EXTENT TO WHICH OKLAHOMA CLASSROOM TEACHERS SERVE AS PART-TIME SUPERVISORS, FORM I, FORM II, AND FORM III.[1]

The interviews and school visitations did not employ an instrument which was specifically developed for that phase of the study. The informal nature of that phase of the study and the procedures used are to be discussed later in this chapter.

The term "part-time supervisor" rather than "quasi-supervisor" was used on the questionnaires because it would be more familiar to the participants in the study. In addition, the introductory statement contained on Forms I and II further elucidated the concept of part-time supervision as used in the study.

The introductory statement which formed a part of the respective instruments constituted the only formal contact made with the participants in the survey. Willing cooperation was a criterion consistently sought throughout the study, therefore, those who did not respond to the mailed questionnaire were not sent follow-up letters or otherwise

[1]A copy of each of the three instruments is included in Appendix A.

contacted. The reasons for this approach were based upon the state of unrest which existed in the state among teachers and school officials.

Oklahoma taxpayers had earlier in the year rejected, at the polls, several bond issues designed to reduce class size, consolidate small school districts, hire more teachers, and give every teacher a one-thousand dollar pay increase. The National Education Association had sent representatives to evaluate Oklahoma's public school system at the request of the Oklahoma Education Association. The N. E. A. had subsequently issued a statement virtually condemning public education conditions in Oklahoma, imposed national sanctions, and offered to help Oklahoma teachers find positions in other states while discouraging the reverse trend.

Several "professional holidays" had been declared by teachers in several areas of the state to protest the non-support of the bond issues, and teachers were threatening anything from a strike to refusing to sign contracts for the 1965-66 school year. The rumor of a mass exodus of teachers has not yet been supported nor denied. These conditions were in existence during the period of this investigation; and at the time of this writing, most of the issues had not been resolved.

Survey Instrument--Form I

The first instrument (Form I) was specifically designed to (1) provide information relative to the scope of quasi-supervision in the state of Oklahoma, (2) identify the sample to be used in the second phase of the study, and (3) to identify the sample to be used in the third phase of the study.

Form I was deliberately designed to be as simple and as easy to respond to as possible, since a high per cent of return was very essential to the success of the study. It consisted of a single-page, structured questionnaire which was accompanied by a self-addressed, stamped envelope.

The questionnaire contained eight response items. The first item requested the name of the school; the second, the location of the school; and the third, the number of teachers assigned to teach in grades 7-12. Item number four was a request for the names, subject areas, and titles of teachers who were performing part-time supervisory functions. Items one, two, and four were necessary for the identification of quasi-supervisors of science and mathematics and for other aspects of the survey. Responses to item number three were to be used to group the schools into sizes of small, medium, and large according to the differentiations made in Chapter I.

Item number five asked the question: "Do you personally perform practically all of the supervision within your school?" Those principals who answered yes to item five constituted the sample used in phase three of the study. Item number six sought to determine the extent to which state level, district level, and other supervisors or consultants visited the schools in the sample on a regular basis.

Item number seven sought the permission of the respondents to contact the part-time supervisors listed under item number four. Item number eight solicited any additional remarks the respondents might wish to make.

The sample consisted of all Oklahoma high school principals located in school districts supporting two or more attendance units and having five or more teachers for grades 7-12. Sample selection was based on the Oklahoma Educational Directory[1] which lists the names of all cities and villages in Oklahoma employing as many as four teachers, together with the names of the superintendents; also the names of the high school, junior high, and elementary principals are listed together with the name, location, and number of teachers employed at each school.

Sample selection was further aided by the Oklahoma Education Association through their contribution of postage-paid envelopes addressed to every high school principal in the state.

Survey Instrument--Form II

Form II was sent to all part-time supervisors of science and/or mathematics whose names were submitted under item number four on Form I. Thus, the criterion for selection was the principals' submitting of their names and the subject areas in which they work.

The problem was to design a questionnaire which was not too lengthy yet long enough to gather sufficient information for the study without crowding the questions together or presenting a monotonous task to the participants. Form II represents the investigator's efforts in this direction.

The Form II instrument was a structured questionnaire consisting of fifty-three items. Despite an attempt at brevity, the questionnaire

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[1] Oklahoma Educational Directory, 1964-65 Oklahoma State Department of Education Bulletin No. 109-N (Oklahoma City: Oklahoma State Department of Education, 1964).

was four pages in length and was divided into four general sections. The first section, General School Information, consisted of five response items. The second section, General Background Information, consisted of twelve response items. Section three, General Supervisory Information, consisted of nine response items and the fourth section, Supervisory Functions was composed of twenty-seven response items. The fourth section was further sub-divided into (a) Planning (b) Administration, (c) Supervision, (d) Curriculum Development, (e) Demonstration Teaching, and (f) Research.

Although the design and contents of Form II are original, the content divisions of Planning, Administration, Supervision, Curriculum Development, Demonstration Teaching, and Research, around which much of the design for this investigation was built is from Lucio and McNeil.[1]

According to Lucio and McNeil, the supervisor is generally responsible for six kinds of duties:

1. Planning--individually and in groups; he helps to develop policies and programs in his field.

2. Administration--he makes decisions, coordinates the work of others and issues necessary directions.

3. Supervision--through conferences and consultations, he seeks to improve the quality of instruction.

4. Curriculum development--he participates directly in the formulation of objectives, selection of school experiences, preparation of curriculum guides, and selection of instructional aids.

5. Demonstration teaching--he gives and arranges for classroom demonstrations of teaching methods, use of aids, and other direct help to classroom teachers.

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[1] William H. Lucio and John D. McNeil, Supervision: A Synthesis of Thought and Action (New York: McGraw-Hill Book Company, Inc., 1962), p. 26.

6. Research--through systematic, experiments, and studies, he explores current conditions and recommends changes in practice.[1]

Specifically, the Form II instrument was used to gather information relative to the status and role of the quasi-supervisors of science and mathematics who constituted the sample to whom it was sent. There were no indications given either on Form I or in Form II that the focus of the status and role phase of the study was upon science and mathematics teachers. The twenty-seven items under Supervisory Functions required only a yes or no check mark, and details of the respondents' functioning in this area were not sought in this phase of the study. However, each item was followed by the question, "Do you think you should?"

Quasi-supervisors' opinions as to whether or not they felt they should be functioning according to the twenty-seven items listed under Supervisory Functions were elicited for two reasons: (1) discrepancies between what the respondents' reported to be actual practice and what they felt should be the actual practice was to open the way for probing into organizational and administrative causual factors during subsequent interviews, and (2) these opinions are indicative of the respondents' personal assessments of their status and roles and their attitudes toward their position in their respective schools.

Quasi-supervisors' opinions as to what they thought they should be doing is treated separately in Chapter IV, under Phase Two: Status and Role of Quasi-Supervisors in Oklahoma. However, this data was more thoroughly utilized in the construction of profiles, and as a basis for concluding remarks in Chapter V.

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[1] Ibid.

Teachers who indicated on Form II that they were performing at least twenty of the twenty-seven supervisory functions constituted the sample to be included in the fourth phase of the study. This phase is discussed later in this chapter and in Chapters IV and V.

Survey Instrument--Form III

Prior to the initiation of the study, the original plan concerned the quasi-supervisory functions being performed and the performers' opinions as to whether or not they thought they should be performing certain functions. Concurrently, principals' opinions concerning the role of quasi-supervisors were envisioned as a means of contributing to a better understanding of the quasi-supervisory role, the status of the quasi-supervisor, and the attitude of school principals toward quasi-supervisors. Form III was mailed to 97 high school principals and, sixty four or 65.9 per cent were returned.

The sample consisted of those high school principals who answered "yes" to the question, "Do you perform practically all of the supervision within your school?" on Form I. The decision to include only those principals who indicated that they perform practically all of the supervision in their schools was based upon the rationale that principals who indicated otherwise are not likely to subsume responsibilities which they have already delegated, whereas principals who now perform practically all of the supervision within their schools may or may not be favorable toward the delegation of some of their responsibility. If the quasi-supervisory function is to be performed in all Oklahoma high schools, it would be helpful to know the extent to

which those principals who perform practically all the supervision in their schools are in favor of or resistant to the quasi-supervisory role.

Form III might better be referred to as an opionnaire designed to carry out the third phase of the study which involved the ascertaining of principals' opinions toward the utilization of highly competent classroom teachers with leadership potential as quasi-supervisors. This instrument was to represent the final contact with the principals involved and no attempt was to be made to have principals explain or otherwise qualify their responses.

Form III consisted of a three-page instrument which was composed of thirty response items under two major headings: General Opinion and Supervisory Functions. There were six response items under the General Opinion section and twenty-four items under the Supervisory Functions section.

The general opinion items were designed to elicit the principals' general attitudes toward the quasi-supervisory idea. The Supervisory Functions items were identical in concept if not in wording to twenty-four of the twenty-seven items listed under Supervisory Functions on Form II. With respect to all items on Form III, the respondent was asked to check after each statement whether he strongly agreed, agreed, had no opinion, disagreed, or strongly disagreed.

The findings based on Form III returns are reported in Chapter IV. Though this data is related to the data gathered from Form II, it is reported separately. However, all data were utilized in developing profiles.

School Visitations -- Interviews

As stated earlier, eleven quasi-supervisors were interviewed at their respective schools. They were selected on the bases of their responses to the questionnaire items and according to school size. Those respondents who answered "yes" to more supervisory functions than other respondents from their school size category, or whose remarks were particularly interesting, were included in the interview schedule.

The purpose of the school visitations and interviews were three-fold; namely, (1) to gather more information from quasi-supervisors who responded to Form II relative to their status and role, (2) to gather specific information regarding the organizational structure of the schools, and (3) to gain other information based on observations of the school itself, the personnel, and the students.

Materials used in the interview process were two copies of the Form II questionnaire and a note pad. The procedure was to hand the interviewee a blank copy of the Form II questionnaire and to inform him that the interviewer was holding his completed copy as a guide to his previous responses. Usually, the completed copy was placed so that the person being interviewed could also read his responses.

To prevent embarrassment to the person being interviewed, his previous response to each item, for which more information was sought, was revealed to him before he was asked to explain his response. Before beginning each interview and throughout the interview, a conscientious attempt was made to establish a high degree of rapport and to maintain an air of total informality.

In this informal setting, the quasi-supervisor was encouraged to talk freely about any of the items for which more information was sought and any additional items which he volunteered to talk about. Intermittently, the interviewer would stray from the subject at hand and enthusiastically discuss some other aspects of public education. Whenever the quasi-supervisor appeared to be apologetic with regard to any of the items, an attempt at complete understanding was made. This approach was felt to be one which might elicit the highest degree of cooperation and provide information which had not been previously considered or thought to be important.

CHAPTER IV

DATA ANALYSIS AND PRESENTATION OF THE FINDINGS

The analysis and presentation of data is in four parts. These divisions were selected because, in addition to attempting to answer one or more of the questions previously raised on page eight, they constitute a treatment of the problem and the sub-problems of the study. For convenience the questions raised are restated here:

(1) To what extent are the more competent Oklahoma teachers performing part-time supervisory functions?

(2) What are the general scope and nature of part-time supervisory functions performed by Oklahoma teachers?

(3) What are the general characteristics, the status and role of part-time supervisors in the state of Oklahoma?

(4) What are the administrative practices and other attitudes toward quasi-supervisors and the functions they perform?

Phase One: Scope of Quasi-Supervision in Oklahoma--primarily addresses itself to the findings relative to the question, "To what extent are the more competent Oklahoma teachers performing part-time supervisory functions?" and, is mainly a numerical reporting of the findings based solely on the Survey Instrument--Form I data.

Phase Two: Status and Role of Quasi-Supervisors in Oklahoma--includes the analysis and presentation of the findings from Survey Instrument--Form II. The data is presented in such a way as to present a detailed, segmented picture of the general status and role of the

quasi-supervisor of science-mathematics according to school size. The above questions (1) and (2) are answered in this section.

Phase Three: Profile of Quasi-Supervision in Oklahoma--draws heavily upon the data derived from Forms I and II. In addition, the school visitation and interview data are consolidated with the Form I and II findings and refocused to conform with the study design so as to develop and present a summary of all three phases in the form of a profile. In essence, then, Phase Three treats the major and first sub-problem of the study and answers the first three questions previously posed.

Phase Four: Principals' Attitudes Toward Quasi-Supervision--answers question four above and is addressed to the second sub-problem of the study. In addition, comparisons are made among principals' attitudes, quasi-supervisors' attitudes and actual performance by quasi-supervisors with regard to selected supervisory functions.

Phase One: Scope of Quasi-Supervision in Oklahoma

Form I was mailed to four hundred twenty-four schools which included 198 small schools, 170 medium schools, and 56 large schools. Thus, small schools represented 46.09 per cent of the total sample, medium schools represented 40.09 per cent, and large schools accounted for 13.21 per cent of the total sample.

Of the 424 questionnaires mailed, 332 were returned. This represented a return of 78.30 per cent. The small schools returned 120 questionnaires which accounted for 28.30 per cent of the 424 mailed to all schools, 60.60 per cent of those mailed to the small schools, or 36.14 per cent

of the total returns. Medium schools returned 138 questionnaires which accounted for 32.55 per cent of the 424 mailed to all schools, 81.18 per cent of those mailed to the medium schools, or 41.57 per cent of the total returns. Large schools returned 51 questionnaires which accounted for 12.03 per cent of the 424 mailed to all schools, 91.07 per cent of those mailed to large schools, or 15.36 per cent of the total returns. In addition, there were 23 questionnaires returned which were not used in the data analysis for one or more reasons. These 23 questionnaires accounted for 5.42 per cent of those mailed and 6.93 per cent of those returned. All subsequent data are based upon the 309 usable questionnaires.

Questionnaires were received from all 77 Oklahoma counties. The smallest schools (2) participating in the study employed only five teachers for grades 7-12, and the largest school employed 112 teachers for grades 10-12.

Item number four on Form I requested principals to list the names, subject areas, and titles of all classroom teachers who perform supervisory functions on a part-time basis in their respective schools or in other schools. Responses to this item resulted in the identification of 528 quasi-supervisors. One hundred twenty were in small schools, 134 were in medium schools, and 240 were in large schools. In addition, 106 schools reported "none" or principal and/or superintendent only. Since all principals and superintendents might well be classified as supervisors, and we can assume that they all perform supervisory functions, those schools so reporting were counted as having no quasi-supervisors, by definition. Of the 120 small schools reporting, 45 or 37.5 per cent

reported no quasi-supervisors. The 138 medium schools reporting included 56 or 40.6 per cent that reported no quasi-supervisors, and 5 or 9.8 per cent of the large schools reported no quasi-supervisors.

On the whole, the extent of the practice of quasi-supervision was not found to be dependent upon school size. However, the per cent of large schools reporting no quasi-supervisors was considerably smaller than for small and medium schools. For all 309 schools, the mean number of quasi-supervisior per school was 1.71 (See Table I). For small schools the mean was 1.31, for medium schools, 0.95, and for large schools, 4.71. Thus, it is also seen that the number of quasi-supervisors per school is not dependent upon school size but, at the same time, large schools reported more quasi-supervisors per school than did small and medium schools.

Quasi-supervisors were reported to have a variety of titles. However, the titles of department head and department chairman were the most common. Those quasi-supervisors who were reported to be supervising in all areas or who were designated as "coordinator" or "supervisor" without specification of subject areas are reported in Table I under "all areas."

Table I is a summary of quasi-supervisors identified with respect to the subject areas in which they were reported to have been working and with respect to school size. In all, quasi-supervisors were reported to be working in 34 different subject areas and/or combinations. Small schools reported quasi-supervisors working in 31 different areas and combinations, whereas the medium schools reported 19 and the large schools 18. Thus, as school size increases the number of subject areas and/or combinations of subjects in which quasi-supervisors work becomes smaller

TABLE I

SUBJECT-AREA DISTRIBUTION FOR ALL OKLAHOMA QUASI-SUPERVISORS

ACCORDING TO SCHOOL SIZE

Subject Areas and Combinations	Small Schools n = 120	Medium Schools n = 138	Large Schools n = 31	TOTAL n = 309
1. All Areas	9	7	8	24
2. Art	2		13	15
3. Audio Visuals	1		5	6
4. Business Education	15	11	21	47
5. Business Educ. & Math.	2			2
6. Commerce & Phy. Educ.	2			2
7. Drivers Training		3	2	5
8. English	19	27	24	70
9. English & Speech	1	2		3
10. English-Speech & Lang.			2	2
11. English & History	2	1		3
12. English & Lang. Arts	2			2
13. English-Ind. Arts & Soc. Stu.	1			1
14. Fine Arts	2			2
15. Foreign Language	3	5	19	27
16. History	5	5	8	18
17. History-Coach	1			1
18. History & Commerce	1			1
19. History & Phy. Educ.		1		1
20. Home Economics	12	7	15	34
21. Industrial Arts & Coach	2			2
22. Ind. Arts & Vocational	10	5	21	36
23. Librarian	1			1
24. Librarian & Commerce	1			1
25. Mathematics	14	10	18	42
26. Music	4	4	13	21
27. Physical Education	10	5	29	44
28. Science	11	10	19	40
29. Science & History	1			1
30. Science & Mathematics	2	7	2	11
31. Social Studies	10	13	16	39
32. Speech	1	4	5	10
33. Speech & Mech. Drawing	1			1
34. Vocational Agriculture	9	4		13
TOTAL	157	131	240	528
Average No. Per School	1.31	0.95	4.71	1.71

in number.

In summary, it can be stated that: (1) 65.7 per cent of all Oklahoma public high schools employing 5 or more teachers have quasi-supervisors, (2) whether or not a school has quasi-supervisors is not dependent upon school size, but a higher percentage of large schools have quasi-supervisors than do small or medium schools, (3) the number of quasi-supervisors per school is not dependent upon school size, but large schools have a higher mean number of quasi-supervisors per school than small and medium schools, (4) the number of different subject areas and subject area combinations in which quasi-supervisors work decreases with increasing school size.

On the basis of responses to item number four, Form I, there were 42 quasi-supervisors of mathematics, 40 quasi-supervisors of science, one quasi-supervisor of science-history, and 11 quasi-supervisors of science-mathematics working in the 309 reporting schools. These 94 quasi-supervisors constituted the selected sample to which Form II was mailed. Responses to the Form II questionnaire are reported in Phases II and III of this chapter.

Item number five on Form I asked the question, "Do you perform practically all of the supervision within your school?" Ninety-seven of the 309 respondents answered "yes" to the question. Included were 33 or 27.5 per cent of the small school respondents, 49 or 35.5 per cent of the medium school respondents, and 15 or 29.4 per cent of the large school respondents. These principals constituted the sample to which Form III was sent. Responses to Form III are reported in the fourth phase of this chapter. Responses to item number five indicate that, whether or not the principal performs practically all the supervision

within his school is not related to school size.

Item Number six on Form I sought to determine the extent to which subject area consultants or supervisors visit Oklahoma high schools on a regular basis. Responses to this item revealed that small and medium schools received a greater number of visits from state department of education personnel than from central office personnel. This was not found to be true for large schools. Table II is a summary of the responses to this item.

Item number seven, Form I, was a request for permission to contact any of the part-time supervisors listed under item number four. All respondents to whom this item was applicable responded postivitely

The following remarks are representative of those made by principals under the last item, "Remarks," on Form I.

"Teachers listed under (4) do their supervision in an informal manner."

"The school is a single building and isn't large enough to have subject supervisors."

"In a Jr.-Sr. high school of 235-250 pupils in the six grades, the superintendent and principal do all of the supervision. Other teachers are seldom used."

"We are a very small school."

"All of these teachers whose names are listed under item (4) only participate within our school as consultants in their respective subject areas."

"All of our teachers sponsor classes, organize money raising projects, supervise hall, lunch room, and ball games, etc., at regular intervals."

"We do not have supervisory teachers as such."

"Department chairmen, named above, with the exception of the Supervisor of Trade and Industrial Education, and the Athletic Director, receive no monetary reward for their duties. They are given a period daily in which to perform their services. Consequently, their supervisory activities are somewhat limited."

TABLE II

EXTENT TO WHICH SUPERVISORS OR COUNSULTANTS VISIT OKLAHOMA HIGH SCHOOLS ON A REGULAR BASIS

Question	Small Schools			Medium Schools			Large Schools			TOTAL
	Yes	No	No Answer	Yes	No	No Answer	Yes	No	No Answer	
Do subject area super visors or consultants visit your school on a regular basis? If so, from the central office?	7	91	22	5	103	30	16	30	5	309
Do subject area super-visors or consultants visit your school on a regular basis? If so, from other schools or colleges	4	94	22	11	97	30	3	43	5	309
Do subject area super-visors or consultants visit your school on a regular basis? If so, from the state depart-ment of education?	23	75	22	38	70	30	15	31	5	309
TOTAL	34	260	66	54	270	90	34	104	15	927

Phase Two: Status and Role of Quasi-Supervisors In Oklahoma

The Form II questionnaire was mailed with a self-addressed stamped envelope to the 94 quasi-supervisors of science and/or mathematics whose names were submitted on the Form I returns. Twenty-eight were located in small schools, 27 in medium schools, and 39 in large schools.

The returns included 6 from small schools, 14 from medium schools, and 24 from large schools. This represented a total per cent return of 47.86 per cent, or 45 questionnaires.

In addition to the above, eight returns were unusable. When these are counted, the total return becomes 53 or 56.38 per cent. These eight additional returns were unusable because six were from principals (not previously identified) and two respondents disqualified themselves by submitting a statement and not completing the form.

General School Information

The items under General School Information revealed that the small schools responding had from 5 to 12 teachers employed, held classes for an average of six periods per day, and averaged 1.17 teachers in the respondent's teaching area. Medium schools had from 13 to 34 teachers, held classes for an average of 5.75 periods per day, and averaged 1.46 teachers in the respondent's teaching area. Large schools had from 36 to 112 teachers, held classes for an average of 5.75 periods per day, and had 4.25 teachers in the respondent's teaching area.[1]

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[1] Tables III, IV, and V in Appendix B contain itemized data on General School Information and General Background Information.

General Background Information

Small school quasi-supervisors taught from 3 of 6 to 6 of 6 class periods per day. The mean for classes taught was 4.60. While two-thirds did all of their teaching in their main teaching area, the others taught from one to two classes in some other area. Teaching experience ranged from 3 to 22 years, with a median of 5 years, and a mean of 9 years. Time spent as a part-time supervisor ranged from less than one year up to two years, with a mean of 1.33 years. Fifty per cent had earned Master's degrees and fifty per cent had earned Bachelor's degrees. The amount of preparation in either science or mathematics varied from as little as a minor at the undergraduate level to both a major and minor at the graduate level. All small school quasi-supervisors had earned at least two graduate credit hours either in administration, supervision, curriculum development, or audio-visual education. The range of credits earned was from 2 to 12 with a median of 4.5 and a mean of 5.9.

Medium school quasi-supervisors taught from 2 of 6 to 6 of 6 class periods per day. The mean for classes taught was 4.80. While two-thirds did all of their teaching in their main teaching areas, the others taught from one to three classes in some other area. Teaching experience ranged from 2 to 29 years, with a median of 5 years and a mean of 16 years. Time spent as a part-time supervisor ranged from less than one year up to 26 years with a median of 3 years and a mean of 7.9 years. Seventy-three and three tenths per cent had earned Master's degrees and 20 per cent had earned Bachelor's degrees. The amount of preparation in

either science or mathematics varied from as little as a minor at both the undergraduate and graduate levels to majors and minors at both levels. Two or 13.5 per cent had earned no graduate credits in administration, supervision, curriculum development, or audio-visual education. The other 86.5 per cent had earned from 4 to 48 credits in these areas. The median number of credits earned was 9 and the mean was 14.8 for all 15 respondents.

Large school quasi-supervisors taught from 3 of 6 to 6 of 6 class periods per day. The mean for classes taught was 4.62. Seventy-nine per cent did all of their teaching in their main teaching area, but one taught only 2 of six of his classes in his main teaching area. Teaching experience ranged from 3 to 39 years, with a median of 12.5 years and a mean of 17.7 years. Time spent as a part-time supervisor ranged from one to 20 years with a median of 2.5 and a mean of 3.7 years. Seventy-nine per cent had earned Master's degrees and 21 per cent had earned Bachelor's degrees. The amount of preparation in either science or mathematics varied from as little as a minor at the undergraduate level to both a major and minor at the graduate level. Seven, or 29.1 per cent had earned no graduate credits in administration, supervision, curriculum development, or audio-visual education. The other 70.9 per cent had earned from 3 to 37 credits in these areas. The median number of credits earned was 10 credits and the mean was 11.2 for all 24 respondents.

School size determines both the total number of teachers a school will have and the number of teachers who will have a background in the same subject area. School size does not affect the number of class periods in a school day nor the number of periods quasi-supervisors teach. To some extent, school size does help to determine whether or not a quasi-supervisor will do all of his teaching in his major teaching area. As

school size increases, the teaching experience of quasi-supervisors becomes somewhat longer, and so does their experience as quasi-supervisors. These findings suggest that large schools practice a greater degree of specialization and that the quasi-supervisory role has been practiced for a longer period of time in the larger schools.

The percentage of quasi-supervisors with Master's degrees increases with increasing school size, but the amount of academic study devoted to either science or mathematics did not follow this trend. The amount of study devoted to courses in administration, supervision, curriculum development, and audio-visual education likewise was not found to be related to school size. This suggests that principals and superintendents in large schools are somewhat more selective with regard to the highest degree earned; but while being attentive to quantity of preparation, they are somewhat less selective with regard to quality.

General Supervisory Information

Attention to Form II will reveal that there were nine items in the section on General Supervisory Functions. However, eighteen responses were required since several of the items had two or three parts. Respondents were somewhat prone to answer some parts of each item but often would not answer the parts requiring an opinion or recommendation. This behavior on the part of the respondents, from all school sizes, significantly increased the difficulty of analysis and reporting in this section. Certain trends and patterns were revealed which are to be treated later in this chapter and interpreted in Chapter V.

Small Schools

The six small schools revealed that 66.6 per cent of the

quasi-supervisors perform supervisory functions in schools other than their own. Respondents reported that they spend an average of 8.33 hours per week in the performance of supervisory functions and felt that this quantity of time was what is needed for the performance of these functions.

Four or 66.6 per cent reported that they work more hours per week than other teachers in their schools. The average number of additional hours worked was five. This number of hours was identical to the number they felt they should work.

Three or 50.00 per cent, reported that they teach an average of two classes less than other teachers in their school and indicated that they should be teaching an average of three classes less. Two or 33.33 per cent reported that they work for their school systems during the summer months. However, three or 50.00 per cent reported that they thought they should be offered summer employment.

Two thirds reported that they receive extra pay for their part-time supervision. The lowest amount received was one hundred dollars per year. This amount was followed by $150, $200, and $1,300 respectively. Only one of the six respondents indicated how much he thought he should receive in additional wages, currently receiving $100, he thought he should receive $200.

All respondents reported that they did not receive any additional material compensation for their part-time supervision. Only one respondent reported that he receives clerical or student help, but all six respondents reported that such help should be provided.

Medium Schools

None of the fifteen medium school respondents reported that they

perform part-time supervisory functions in schools other than their own. They spent an average of 7.69 hours per week in part-time supervision and felt that they should be spending an average of 9.07 hours performing in this capacity. Eight respondents reported that they worked an average of 7.16 more hours per week than other teachers in their schools. The recommendations of six of these were that they work an average of 8.33 hours in excess of the normal teacher's load. Two respondents reported that they were not and did not think they should work more hours than other teachers. These two were among those that receive no additional compensation and no clerical or student help.

Only five, or 33.33 per cent of the respondents reported that they teach less classes per week than other teachers. The average teaching load reduction was 1.60 classes per day. With ten teachers responding, it was recommended that quasi-supervisors should teach 3.1 less classes than other teachers.

One-third of the respondents reported that they are employed by their school systems during the summer months and this same number (not the identical one-third) indicated that they should be offered summer employment.

Five or 33.33 per cent of the respondents reported that they receive additional income for their supervisory services. The amounts were $50, $300, $500, $600, and $2,400 respectively. One of these recipients responded to the inquiry as to how much should be paid. Currently receiving $600, the respondent felt that he should receive $1,000. In addition, four of the ten who reported that they receive no additional compensation recommended $2 per hour, $200 per year, $500 per year, and one-fourth of the regular pay rate, respectively as the

additional compensation they should receive. Other respondents either indicated that the additional pay should depend on their duties and responsibilities or did not reply to this item.

All of the respondents answered "No" to the question, "Do you receive any other material compensation for your supervisory services?" and only six or 40 per cent reported that they are afforded clerical or student help. Eleven reported that they felt that such help should be provided; two felt that it should not; and two abstained.

Large Schools

Questionnaires returned from large schools revealed that four of the twenty-four respondents engage in part-time supervision in schools other than their own. The twenty-one respondents who answered the inquiry as to how many hours per week they spend in part-time supervision, spent an average of 5.14 hours per week in this activity. Sixteen recommendations revealed that an average of 9.75 hours per week should be spent.

Sixteen, or two-thirds of the respondents, reported that they worked an average of 6.00 hours per week more than other teachers. The average of nineteen recommendations was that quasi-supervisors should work 4.32 hours per week in excess of the normal teaching load. Four respondents reported that they teach an average of two less classes than other teachers. However, responses from sixteen contained recommendations that quasi-supervisors should teach an average of 3.50 less classes than teachers who are not quasi-supervisors.

Four quasi-supervisors reported that they work for their school

system during the summer months, while fourteen expressed the opinion that summer employment should be extended to them. Eleven respondents reported that they receive additional wages for their supervisory activities. The smallest amount reported was $100 annually and the largest amount was $1,100. With most respondents receiving around $200, the average amount received was $250.

None of the large school respondents reported receiving any additional material compensation other than money. Nine, or slightly over one-third, were provided with clerical help or student help, and fourteen indicated that such help should be provided.

Summary

Quasi-supervisors in small schools are more apt to perform supervisory functions in schools other than their own than are medium or large school quasi-supervisors. While the range of time spent in supervision varied from two hours per week to as many as twenty, the average for all three school sizes was approximately eight hours. Respondents from all schools suggested that they should be spending from two to thirty hours in this activity. However, the average of the recommendations was that they should spend approximately nine hours in supervision per week.

Approximately two-thirds of all quasi-supervisors reported that they work more hours per week than other teachers in their schools. Neither the extra time worked nor the extra time they think should be worked was found to be attributable to school size.

Other factors not affected by school size were the reduction in

class load, whether or not the quasi-supervisor works for his school system during the summer months, whether or not the quasi-supervisor is paid additional wages for his supervision or the amount paid, and whether or not the quasi-supervisor receives clerical or student help. Thirty-seven and eight-tenths per cent more of them recommended that they should have reduced class loads than the number who reported the existence of the practice. In most instances, those who currently have reduced class loads thought they should be further reduced. In general, quasi-supervisors think their class loads should be reduced by one-half. This amount of class reduction was presently being granted to less than seven per cent of the respondents.

In general, the status of the quasi-supervisor is highly dependent upon several factors which are independent with respect to school size. The supervisory status of a quasi-supervisor is individualistically determined by the somewhat unique situation which exists at the individual school where he is employed.

Supervisory Functions

The fourth section of the Form II questionnaire was entitled Supervisory Functions. There were twenty-seven response items in this section, divided into six duty categories. The first four duty categories, Planning, Administration, Supervision, and Curriculum Development contained five response items each. The last two categories, Demonstration Teaching and Research, contained three and four response items respectively. In addition to responding to the twenty-seven items, the respondent was asked to respond to the question, "Do you think you should?"

which followed each of the twenty-seven items. These data are reported here, both generally and by school size with respect to each of the duty categories above.

Quasi-supervisors' responses to the twenty-seven items have been recorded in Tables VI and VII[1] according to school size. In addition, the per cent of respondents who answered yes to each of the items has been recorded for each school size. These tables are in Appendix C.

Tables VIII and IX [1] are compilations of Tables VI and VII. They report the same data after it had been grouped according to the six duty categories. In addition to giving the total responses to the items contained in each duty category, the total per cent of yes responses has been calculated and reported. Whereas quasi-supervisors actually perform less than 60 per cent of the selected 27 functions, they think they should be performing more than 70 per cent. The discrepancies indicated here were investigated during the interviews and are reported in the next phase of this chapter.

The foregoing report of functions performed and functions quasi-supervisors think should be performed are discussed in terms of those most performed, those that <u>should</u> be performed most (as indicated by the respondents), those least performed, and those which <u>should</u> be performed least. Percentages reported are based on the number of respondents indicating yes or no, rather than an actual degree to which a function is being or should be performed. A function was considered to be performed most when 75 per cent or more of the respondents indicated that they

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[1] Tables VII and IX report teachers' responses to the question: "Do you think you should." See Appendix C.

perform the function. A function was considered to be least performed when less than 50 per cent of the respondents indicated that they perform the function. This same criterion was used to differentiate between functions which were designated as "should be performed." Data contained in Tables VI through IX were used in the following analysis and presentation.

Small Schools

There were five functions which were performed by 75 per cent or more of the quasi-supervisors in small schools. These were: (1) helping to determine where certain courses are to be taught, (2) serving as a consultant to other teachers in their teaching area when the teachers have instructional problems, (3) providing leadership in the selection of textbooks, audio-visual aids, and other teaching materials, (4) keeping themselves well informed of the latest surveys, experiments and other activities in their fields, (5) based upon current research findings, they initiate or recommend changes in programs or practices.

More than 75 per cent felt that they should be performing 14 of the 27 supervisory functions. These included the five functions above and the following nine: (1) help to determine what courses are to be taught in their subject areas, (2) help in the formulation of rules and regulations concerning how courses are to be taught (3) help to formulate policies dealing with what pupils should be allowed to enroll in certain courses, (4) help to plan the total school program at their school or at other schools where they may work, (5) remain aware and keep other teachers informed of the professional organizations that

cater to teachers in their teaching area, (6) provide leadership for other teachers in the formulation of course objectives, (7) provide leadership for other teachers in the selection of school experiences such as exhibits, field trips, etc., (8) subscribe to at least two professional journals devoted to their teaching area (excluding the NEA and OEA Journals), (9) keep other teachers informed of the latest findings and programs in their teaching area.

There were 11 functions performed by less than 50 per cent of the quasi-supervisors in small schools. Less than 50 per cent indicated that they (1) are consulted or otherwise involved in the selection of new teachers in their teaching area, (2) make any kind of progress report or evaluation report to the principal or other school officials concerning the work of other teachers, (3) assume most of the responsibility for the orientation of new teachers in their subject area, (4) are reported to by other teachers, review records and requisitions, (5) hold individual or group conferences with other teachers in other schools where they function as part-time supervisors, (6) observe other teachers in the classroom for the purpose of improving instruction, (7) provide leadership for other teachers in the formulation of course objectives, (8) prepare teaching guides, course outlines, etc., for other teachers or help them to prepare such materials, (9) give classroom demonstrations for other teachers, (10) arrange for consultants or other outside enterprises to give classroom demonstrations for other teachers, and (11) keep other teachers informed of the latest findings and programs in their teaching areas.

There were three functions which less than one-half of the respondents

indicated should be performed. These three functions are identical to numbers 2, 9, and 10 above. Thus, it is seen that very few quasi-supervisors in small schools think they should evaluate the work of other teachers, give classroom demonstrations, or arrange for classroom demonstrations to be given by other resource persons. Only 16.6 per cent of the respondents indicated that they did perform these functions, and one-third or less indicated that these functions should be performed by them.

Medium Schools

There were four functions performed by 75 per cent or more of the quasi-supervisors in medium schools. Three of these were identical to three of the five functions most performed by small school quasi-supervisors. These were: (1) providing leadership in the selection of textbooks, audio-visual aids, and other teaching materials, (2) keeping themselves well informed of the latest surveys, experiments, and other activity in their fields, (3) based upon current research findings, they initiate or recommend program changes or changes in practices. In addition, they help to determine what courses are to be taught in their subject areas.

More than 75 per cent of the respondents indicated that they should be performing 5 of the 27 supervisory functions. All 5 functions are included among the 11 that quasi-supervisors from small schools indicated that they should be performing. In addition, the 5 functions that quasi-supervisors indicated that they should be performing includes 3 of the 4 functions they perform most. Although 83.3 per cent indicated that they initiate or recommend program changes or changes in practices, based on current research findings, only 73.3 per cent indicated that

they think they should be performing the function. Excluding this function, and including the other three that more than 75 per cent of the respondents indicated they were performing, in addition, they indicated that they should (1) help to formulate policies dealing with what pupils should be allowed to enroll in certain courses, and (2) subscribe to at least two professional journals devoted to their teaching area (excluding the OEA and NEA Journals).

There were 13 functions performed by less than 50 per cent of the quasi-supervisors in medium schools. Nine of these thirteen least performed functions were among the eleven functions least performed by the small school respondents. Functions least performed by quasi-supervisors in medium schools, listing the 9 functions common to the small schools first, were: (1) consulted or other wise involved in the selection of new teachers in their teaching areas, (2) make any kind of progress report or evaluation report to the principal or other school officials concerning the work of other teachers, (3) are reported to by other teachers, review records and requisitions, (4) observe other teachers in the classroom for the purpose of improving instruction, (5) provide leadership for other teachers in the formulation of course objectives, (6) prepare teaching guides, course outlines, etc., for other teachers or help other teachers to prepare them, (7) give classroom demonstrations for other teachers, (8) hold individual and/or group conferences with teachers in other schools where they function as part-time supervisors, (9) arrange for consultants or other outside enterprises to give classroom demonstrations for other teachers, (1) help to plan the total school program at their school or other schools where they

serve as part-time supervisors, (11) help to prepare the class schedules and/or teaching assignments of other teachers in their teaching area, (12) hold individual and/or group conferences with other teachers in their schools, (13) demonstrate new teaching methods, audio-visual equipment, etc., for other teachers.

There were five functions which were designated as should be performed by less than 50 per cent of the quasi-supervisors in medium schools. Three of these functions were indicated to be least performed, and as those which should be least performed, by both the small and medium school quasi-supervisors. These were: (1) making any kind of progress report or evaluation report to the school principal or other school officials, (2) giving classroom demonstration for other teachers, (3) arranging for consultants or other outside enterprises to give classroom demonstrations for other teachers. The other two functions, which less than 50 per cent of the medium school quasi-supervisors indicated that they think should be performed, were among the 13 functions performed by less than 50 per cent of them. These were (1) holding individual and/or group conferences with other teachers in other schools where they function as part-time supervisors, and (2) preparing teaching guides, course outlines, etc., for other teachers or helping them to prepare such materials.

Large Schools

Nine functions were performed by 75 per cent or more of the quasi-supervisors in large schools. Providing leadership in the selection of textbooks, audio-visual aids, and other teaching materials, and keeping

themselves well informed of the latest surveys, experiments, and other activities in their fields, were the two functions both being performed by 75 per cent or more of the quasi-supervisors in small, medium, and large schools, and indicated as ones which should be performed. A third function, initiating or recommending changes in programs or practices based on current research, was performed by 75 per cent or more of the quasi-supervisors in all three school sizes, and a fourth function, helping to determine what courses are to be taught in their subject areas. was performed by 75 per cent or more of the medium and large school quasi-supervisors, while a fifth function, serving as a consultant to other teachers in their subject area on instructional problems, was performed by more than 75 per cent of the small and large school quasi-supervisors.

The remaining four functions performed by 75 per cent or more of the quasi-supervisors in large schools were not listed as being performed by 75 per cent or more of either the quasi-supervisors in small schools or in medium schools. They were: (1) providing leadership for other teachers in the formulation of course objectives, (2) subscribing to at least two professional journals devoted to their teaching area (excluding NEA and OEA Journals), (4) assuming most of the responsibility for the orientation of new teachers in their subject area, (4) hold individual and/or group conferences with other teachers in their schools. The first of these four functions was the only one which was designated as should be performed by 75 per cent of either of the other two responding groups.

There were thirteen functions designated as should be performed by 75 per cent or more of the quasi-supervisors in large schools. These

included the nine functions listed above as being performed, and four others. These four functions were: (1) helping in the formulation of rules and regulations concerning how courses are to be taught, (2) helping in the formulation of policies dealing with what pupils shall be allowed to enroll in certain courses, (3) remaining aware and informing other teachers of the professional organizations that cater to teachers in their teaching area, (4) keeping other teachers informed of the latest findings and programs in their teaching area. Seventy-five per cent of the quasi-supervisors in the small schools also indicated that these four functions should be performed; however, none of them were included as functions which should be performed by the respondents in medium schools.

Of the ten functions performed by less than 50 per cent of the quasi-supervisors in large schools, six were performed by less than 50 per cent of both the small and medium school respondents. Three others were among the functions least performed by quasi-supervisors in medium schools, and one was uniquely performed by less than 50 per cent of the large school respondents. The ten functions are listed in the above order. They were: (1) being consulted or otherwise involved in the selection of new teachers in their teaching areas, (2) making any kind of progress report or evaluation report to the principal or other school officials concerning the work of other teachers, (3) holding individual and/or group conferences with other teachers in other schools where they function as part-time supervisors, (4) observing other teachers in the class room for the purpose of improving instruction, (5) preparing course outlines or teaching guides for other teachers or helping other teachers to prepare them, (6) giving classroom demonstrations for other teachers,

(7) helping to plan the total school program in their own schools and/or in other schools where they serve as part-time supervisors, (8) helping to prepare class schedules and/or teaching assignments for other teachers in their teaching areas, (9) providing leadership for other teachers in the selection of school experiences such as exhibits, field trips, etc., (10) demonstrating new teaching methods, audio-visual equipment, etc., for other teachers.

The four functions which were designated as should be performed by less than 50 per cent of the quasi-supervisors in large schools were identical to four of those least performed by quasi-supervisors in all schools. Two of these, in addition to the above distinction, were selected by less than 50 per cent of the respondents in each group as functions which should be performed. Listing these two first, the four least popular functions were: (1) making any kind of progress report or other evaluation report to principals or other school officials concerning the work of other teachers, (2) giving classroom demonstrations for other teachers, (3) holding individual and/or group conferences with other teachers in other schools where they function as part-time supervisors, (4) preparing teaching guides or course outlines for other teachers or helping other teachers to prepare them.

Summary

The foregoing analyses has revealed that 75 per cent or more of the quasi-supervisors in large schools perform nine of the twenty-seven selected functions. This is compared to four and five functions performed by quasi-supervisors in medium and small schools respectively.

Also, three-fourths or more of the large school respondents indicated that they think they should be performing thirteen of the twenty-seven functions, which is compared to four and fourteen respectively for medium and small school respondents. Thus, it is seen that quasi-supervisors in medium schools not only do not perform as many functions as quasi-supervisors in other schools but they think they should be performing less than one-third as many.

When attention is turned to functions performed by less than 50 per cent of the quasi-supervisors, there were thirteen such items for medium school respondents, ten for large school respondents, and eleven for small school respondents. The significance of these differences becomes somewhat clearer when it is pointed out that the number of functions designated as should be performed by less than 50 per cent of the respondents was five for medium schools, four for large schools, and three for small schools.

Although these differences cannot be definitely attributed to school size, it has been shown the quasi-supervisors in medium schools do not perform as many functions as quasi-supervisors in other schools, and at the same time, they are least favorable toward expanding their present roles.

Three functions were performed by more than 75 per cent of the respondents in all school size groups. These most performed functions were the providing of leadership in the selection of curricular materials, remaining abreast of the literature in their fields, and initiating or recommending changes in programs and practices based on current literature and research. The most recommended functions were identical to the first

two listed above, and included two others. Quasi-supervisors also think they should help to determine what courses are to be taught in their subject area and help to formulate policies dealing with what pupils should be allowed to enroll in certain courses.

Those least performed functions and the ones quasi-supervisors thing should be least performed were concerned with (1) the evaluation of teachers and subsequent reporting to the principal, (2) holding individual or group conferences with teachers in other schools where they may perform part-time supervisory functions, (3) giving classroom demonstrations for other teachers, and (4) preparing teaching guides, of course outlines for other teachers or helping other teachers to prepare such materials. It is suspected that the low positive response for number (2) above, is due to the minimal extent to which quasi-supervisors perform supervisory functions in schools other than their own.

The grouping[1] of all twenty-seven of the supervisory functions into the six duty categories of planning, administration, curriculum development, demonstration teaching, and research allowed the investigator to isolate certain other facts. Firstly, the order of performance with respect to the six duties was research, planning, curriculum development, supervision, administration, and demonstration teaching, from most performed to least performed. This same order was found to exist for duties which should be performed with a slight variation--supervision and curriculum development were interchanged.

The importance of a complete analyses of the data in Tables VIII

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[1] See Tables VIII and IX in Appendix C.

and IX is highly diminished by the itemized treatment given to supervisory functions previously and by the tables themselves. However, attention is directed to the fact that quasi-supervisors in large schools more often perform administrative ,supervision, curriculum development, and research functions than do other quasi-supervisors. At the same time, they were lowest in the performance of planning functions and tied for lowest in performing demonstration teaching functions.

When the complexity of the physical plant, the curriculum, and scheduling is considered, it is understandable that the nature of the planning functions makes them somewhat less subject to the purview of quasi-supervisors in large schools. Since the medium schools range in size from 13 to 34 teachers, it is suspected that a degree of clarity has been lost in attributing organization variables to supervisory role differences based on school size.

Phase Three: Profile of the Quasi-Supervisor of Science-Mathematics in Oklahoma

The purpose of this phase of the reporting is to construct a profile of the quasi-supervisor of science-mathematics in Oklahoma. A general summary of the school visitations is included, and this is followed by a general discussion of the interviews held with quasi-supervisors. Finally, a composite profile of the quasi-supervisor of science-mathematics in Oklahoma high schools is developed.

While the previous section was primarily devoted to an analysis of the status and role differences among quasi-supervisors with respect to the size of the schools which they work, the profile presented in this section condenses these differences and serves as an overview. The

differences which could be clearly attributed to school size and certain other differences made clear through the interviews have been included.

The profile is built around four general topics, they are (1) general working environment, (2) general background information (3) general supervisory status, and (4) general supervisory role. Each represents a condensation of the data previously presented in this chapter and in Appendixes A, B, and C. In addition, observations and information obtained through the school visitations and interviews are included.

Visitations

A total of ten schools were visited. These schools were selected because each one employed one or two of the quasi-supervisors selected for interviewing. Included were four large schools, three medium schools, and three small schools.

A general characteristic of the small schools was that they were located in small sparsely populated towns. In one instance, as many as four school district consolidations had been made before the resulting school had emerged. The principals in these schools were warm, friendly, and relatively informal. They appeared to be highly confident in themselves and their teachers. They reacted to the impromptu visit understandingly and gave their full cooperation.

The schools themselves appeared to be operating in an informal, yet smooth and effective manner. The atmosphere was one of mutual cooperation and respect, and interviews were arranged and conducted without hesitation or delay.

The medium schools were located in slightly larger towns than

were the small schools. The principals of these schools varied in their degree of friendliness and appeared to be somewhat less receptive to the impromptu visit than small school principals. There appeared to be a degree of informality among teachers and students, but the principal did not appear to share in these relationships. In general, the impression gained was that the principal was not highly autocratic but that teachers were negligibly autonomous. In other words, the principal appeared to be highly anxious to know all that was going on in the school and to manifest a desire to share in it all.

With the aid and cooperation of the principals, interviews were arranged and conducted with the selected persons. However, the nature of these interviews differed somewhat from those held in small and large schools in that all but one was conducted in the classroom while a class was in session.

The large schools were located in Oklahoma's largest cities, and were either four-year or three-year high schools. The principals in these schools were somewhat more formal than those in smaller schools. In all but one school, the principal was highly receptive to the visit and appeared to regard their teachers very highly.

The atmosphere was generally a busy one, well-ordered and formal. The principals arranged for the selected teachers to be seen personally, in most cases, in order for arrangements to be made for the interview. In one case, the principal made the arrangement via the intercom system. There was no hesitation on the part of the principals in arranging for direct contact with the teachers. Principals did not attempt to influence when or where interviews were to be held. Apparently, they

made no assumptions concerning the teachers' willingness to be interviewed and left all decisions to the teachers.

Interviews

A total of eleven teachers were interviewed, two were at small schools, three were at medium schools, and six were at large schools. The average length of the interviews varied with school size. Normally, the larger the school, the longer the interview seemed to last. The shortest interview lasted for twenty minutes, and the longest consumed one hour and thirty-five minutes. The length of time spent at a given school was mostly dependent upon the quasi-supervisors' availability and contribution rather than upon school size. All quasi-supervisors agreed readily to the interview and very little time expired between the request for an interview and its occurrence.

As explained in Chapter III, the interview was non-structured but followed the general outlines of items 18-53 on the Form II instrument. Each person interviewed was asked to elaborate upon or otherwise clarify the responses he had previously given to some of these items. Thus, the questions asked were selected on an individual basis. The technique of "free discussion" was used throughout the interview and frequently, the topic under discussion was not suggested by Form II responses.

Profile

General Working Environment

The quasi-supervisor of science-mathematics in Oklahoma may be

found working in schools ranging in size from as few as five teachers in grades 7-12 to as many as 112 teachers in grades 10-12. Usually, the school will have six class periods per day and the quasi-supervisor will be the only teacher teaching in his subject area in the small schools. As school size increases, the number of teachers teaching in the quasi-supervisor's main teaching area increases proprotionately. These data and that for general background information are included in Tables III, IV, and V of Appendix B.

General Background Profile

The quasi-supervisor of science-mathematics will have been teaching for 16 years. The range of his teaching experience is from 3 to 38 years. He will have earned a Master's degree in most cases with a major or minor in science or mathematics at the undergraduate level. Also, he may have a major or minor in science or mathematics at the Master's degree level. In instances where he has not earned the Master's degree, he will either have been teaching for more than 20 years, or he will be pursuing the degree. On the whole, the quasi-supervisor will have completed three or more graduate credit hours in at least two of the following: administration, supervision, curriculum development, audio-visual education. It would not be unusual, however, if he were found to have studied none of these. While 15.3 per cent of all quasi-supervisors have had no courses in these areas and 17.5 per cent have studied in only one of the areas, the experience of some is impressive to the extent of 30 or more hours in the combined areas.

School size is somewhat more deterministic in relation to general school environment than in relation to the general background profile.

While school size definitely determines the number of teachers who will teach in the quasi-supervisor's main teaching area, it also affects the degree of specialization of the quasi-supervisor. That is to say, that the small school quasi-supervisor is more likely to teach one class outside of his main teaching area than are medium and large school quasi-supervisors. The general background of the quasi-supervisor is not dependent upon nor distinguishably related to school size with the exception that the mean number of years of teaching experience increased from small to large schools, being 9 years, 16.06 years, and 17.70 years respectively.

General Status Profile

The quasi-supervisor of science-mathematics will have a title such as department head or chairman and will have served in this capacity for an average number of 4.8 years. He will teach one less class per day than the number of class periods. When he serves as a part-time supervisor in schools other than his own, his class load will be reduced by one-half. Approximately 50 per cent of the quasi-supervisors will receive additional pay for their supervisory services. And they will all work more hours than other teachers who are not quasi-supervisors. The mean number of extra hours worked will be 6.25 hours. The range of extra hours worked is from one to thirty. As a general rule, the quasi-supervisor will not receive clerical or student help.

General Role Profile

In a sense, all quasi-supervisors are assistants to the principal.

However, the kind of assistance provided is indicative of the status of the quasi-supervisor and helps to determine his role. The interviews were used to help clarify both the status and the role of the quasi-supervisor.

The status and role of the quasi-supervisor in small schools is highly dependent upon whether or not he works in schools other than his own. When he does, it is because of mutual cooperative agreements which exist among the principals, the teachers, and the superintendent involved. In the small school system, the superintendent, the principals, and the teachers usually know one another and respect one another's position.

When the quasi-supervisor works in other schools, his primary duties are to assist elementary teachers in the selection and acquisition of curricula materials and supplies. To some extent, he coordinates the science and/or mathematics program between the elementary and secondary school. This role does not differ significantly with school size.

When confined to his own school, the quasi-supervisor in the small school is most apt to serve as a helping teacher to teachers in various subject areas. He will be the cooperating teacher for student internship teachers and will perform various other supervisory functions which will vary from school to school.

Interviews with quasi-supervisors in medium schools revealed that their duties and responsibilities are more managerial in nature than those of other quasi-supervisors. They seemed not to enjoy the close cooperation and respect that quasi-supervisors in small schools have. Managerial functions are those which must be performed if the school is

to remain in operation. Whether or not these functions improve instruction is by consequence rather than by design. Other than helping to determine the courses to be taught in his subject area, selecting textbooks and materials, and serving as a consultant to other teachers, the medium school quasi-supervisor is not likely to do much else in the area of supervision.

Interviews with quasi-supervisors in large schools revealed that their positions are far more formal than those in smaller schools. In addition to performing the same functions as the small and medium school quasi-supervisors, they enjoy a high degree of autonomy, have more responsibility, and have more authority. Those interviewed were active in such areas as making final textbook decisions, holding regular departmental meetings, interviewing prospective teachers, and the orientation of new teachers.

In summary it might be said that the status of the quasi-supervisor is dependent upon two factors. The first of these is whether or not he works in schools other than his own, and the second is whether or not he works in a large school. If his supervisory activities extend into other schools, he is probably paid an additional salary and his teaching load is reduced by one-half. Also, the effectiveness of his activities is related to the above factors. As a general rule, he is not offered summer employment by his superintendent.

The role of the quasi-supervisor is paralleled by his status. Both are dependent upon the organizational structure which controls their status and role. The attitude of the building principal toward the quasi-supervisor and the role he performs is the most active and

important variable. The attitude of the building principal can be a determining factor as to whether or not the quasi-supervisor works in schools other than his own.

If we suspend a prior assumption that supervision must be performed at the local school level, then it can be said that the quasi-supervisor performs those functions which would have to be performed by someone, if not by him. That is to say, that his activities are more managerial than administrative or supervisory. When located in a large school, he performs more of the functions that require specialized knowledge and leadership skill.

He invariably feels that he should be performing more supervisory functions than he is presently performing. He blames this lack of effectiveness on the paucity of time allowed for quasi-supervisory functioning during the normal school day, the principal's attitude toward his role, and the inadequacy or absence of a salary commensurate with his duties and responsibilities.

Phase Four: Administrative Attitudes Toward Quasi-Supervision in Oklahoma

The sample used in this phase of the study consisted of those high school principals who indicated on Form I that they perform practically all of the supervision within their schools. There were 97 principals who so indicated; 33 were in small schools, 49 were in medium schools, and 15 were in large schools. Each of these principals was mailed a Form III questionnaire and a self-addressed, stamped, return envelope.

There were 64 questionnaires returned. This represented a per cent return of 65.9. Twelve were returned from small schools, 42 from medium schools, and 10 from large schools. The data gathered from the Form III returns are reported with respect to school size and summarized at the end of the chapter. All data used in the analyses and presentation has been included in Appendix D, Tables X-XV.

There was a total of 30 statements on Form III, and the respondents were asked to check whether they strongly agree, agree, have no opinion, disagree, or strongly disagree with such statement. The sum of those strongly agreeing and those agreeing with each statement were totaled and the per cent agreeing was calculated.

On the whole, principals were more highly agreeable to the use of quasi-supervisors in the performance of supervisory functions than quasi-supervisors indicated that they thought they should be performing them. In dividing the functions into those most agreed upon and those least agreed upon, those agreed upon by 90 per cent or more of the principals were considered to be the ones most agreed upon and those agreed upon by 75 per cent or less of the principals were considered to be least agreed upon.

Functions Highly Agreed Upon

Using the above criteria, it was found that principals in small schools were highly agreed upon nine functions and least agreed upon twelve functions. Medium school principals were highly agreed upon eleven functions and least agreed upon eight. Large school principals were highly agreed upon seventeen functions and least agreed upon eight.

There were four statements highly agreed upon by principals from schools of all three sizes. These were: (1) teachers should be given extra salary for carrying on part-time supervisory functions, (2) teachers should help in the formulation of rules and regulations concerning how courses are to be taught, (3) teachers should keep themselves well informed of the latest surveys, experiments, and other activities in their fields, (4) teachers should keep other teachers informed of the latest findings and programs in their teaching fields. By comparison, only 50 per cent of the quasi-supervisors reported that they were receiving extra pay for their supervisory services; 66.6 per cent indicated that they help in the formulation of rules and regulations concerning how courses are to be taught; and 82.2 and 62.2 per cent of all quasi-supervisors respectively performed functions (3) and (4) above.

Only the principals in small schools highly agreed that teachers with supervisory responsibilities should be given reduced teaching loads. Actual class load reductions for teachers in small schools were also found to be greater than those in medium and large schools. In addition, the small school principals were highly agreed that teachers with supervisory responsibilities should (1) help to plan what subjects are to be taught in their subject area, (2) make progress or evaluation reports to the principal concerning the work of other teachers, (3) hold individual or group conferences with other teachers in their school, and (4) be consulted by other teachers in their subject area when the teachers have instructional problems. Previous responses from quasi-supervisors indicated that 66.6, 16.6, 66.6 and 33.3 per cent of those in small schools perform the above functions, respectively. Thus, it is seen that the

quasi-supervisors in small schools do not perform these functions to nearly as great an extent as principals agree that they should be performed. At the same time, quasi-supervisors in small schools agreed 100 per cent that they should be performing (1) above while 16.6, 66.6, and 66.6 per cent respectively had indicated that they think they should be performing the other three functions.

The difference of 33.3 per cent between what quasi-supervisors think they should do and what quasi-supervisors do with regard to (1) above, was investigated during the interviews previously discussed. A lack of communication appears to account for most of this difference--principals have not invited quasi-supervisors to perform this role, and quasi-supervisors have not requested that they do so. However, it is noted that the responding principals were not matched with the responding quasi-supervisors, and consequently the two groups represent two independent samples. At the same time, it was assumed that principals who utilize quasi-supervisors are at least as favorable toward their performance of the selected functions as are principals who do practically all the supervision themselves. The interviews did reveal that the quasi-supervisors do not normally request that their roles be extended.

In addition to the four statements highly agreed upon by all principals, there were seven additional functions highly agreed upon by principals in medium schools. These eleven functions include one which was also highly agreed upon by the small school principals, but not by large school principals, five of which were also highly agreed upon by large school principals, but not by small school principals, and one function which was highly agreed upon by the medium school principals

only. These seven functions are discussed below in the order just presented.

More than 90 per cent of the principals responding from medium schools agreed that teachers with supervisory responsibilities should help to plan what subjects are to be taught in their subject area. This percentage is in line with the 93.3 per cent of the quasi-supervisors who reported that they do perform this function, and the 86.6 per cent who indicated that they think they should. The fact that a smaller percentage of the quasi-supervisors think they should be performing this function than actually are, raised the question as to whether or not quasi-supervisors are willing to assume as much responsibility as principals are willing to delegate. Unfortunately, this question was not applicable to any of the quasi-supervisors interviewed. However, Phase II data in the preceding section of this chapter revealed that quasi-supervisors in medium schools perform the least number of supervisory functions and also indicated that they think they should perform the least number.

Ninety per cent or more of the principals in medium schools also agreed that competent teachers should be selected to perform part-time supervisory functions. While this was also true of large school respondents, only 75 per cent of the small school principals highly agreed.

Other statements highly agreed upon by principals in medium schools were that teachers with supervisory responsibilities should: (1) be given special assistance such as secretarial or student help, (2) be aware of and inform other teachers of the professional organizations that cater to teachers in their teaching area, (3) provide leadership in the

formulation of course objectives, (4) provide leadership in the selection of textbooks, audio-visual aids, and other teaching materials, (5) help to formulate policies dealing with what pupils should be allowed to enroll in certain courses.

With respect to item (1) above, only 40 per cent of the quasi-supervisors in medium schools indicated that they do receive secretarial or student help. The per cent who indicated that they do perform functions (2), (3), (4), and (5) above were 73.3, 46.6, 80.0, and 66.6, respectively. The corresponding percentages for those that think they should be performing the function were 60.0, 66.6, 80.0, and 93.3. Here it should be noted that principals are considerably more agreeable to having quasi-supervisors perform these functions than were quasi-supervisors performing them. Also, quasi-supervisors did not think they should perform these functions to the extent that principals are agreed that they should, with the exception of number (5).

In addition to the four functions highly agreed upon by principals in all schools, the principals in large schools were 90 per cent or more agreed upon thirteen other supervisory functions. Three of these were also highly agreed upon by the small school principals, while five others of these were highly agreed upon by medium school principals. The remaining five were highly agreed upon by the respondents from large schools only. These thirteen functions are discussed below in the same order.

Principals in large schools were highly agreed that teachers with part-time supervisory responsibilities should: (1) make some kind of progress report or evaluation report to the principal concerning the

work of other teachers, (2) hold individual or group conferences with other teachers in their schools, (3) be consulted by other teachers in their subject area when the teachers have instructional problems. Item (1) above, was not only the least performed function for quasi-supervisors in large schools but was also identified by less than 50 per cent of the respondents as a function which should be performed. The per cents were 29.1 and 62.5, respectively. Item number (2) above was one which was both highly performed and highly thought to be one which should be performed, whereas, (3) was performed by only 29.1 per cent of the quasi-supervisors in large schools and less than three-fourths of the indicated that it should be performed. Similar differences were also found between quasi-supervisors and principals in small schools with respect to these functions.

The five statements which were highly agreed upon principals in both large and medium schools but not by principals in small schools were that: (1) competent teachers should be selected to perform part-time supervisory functions, and that teachers with supervisory responsibilities should, (2) be given special assistance such as secretarial and student help, (3) be aware of and inform other teachers of the professional organizations that cater to teachers in their teaching area, (4) provide leadership in the formulation of course objectives (5) provide leadership in the selection of textbooks, audio-visual aids, and other teaching materials. The extent to which the quasi-supervisors in large schools perform and think they should perform functions (3-5) above were correspondingly high, with all of them receiving more than 79 per cent yes responses.

The following five functions were highly agreed upon by the large school principals, but not by either the medium or small school principals, teachers with supervisory responsibilities should: (1) observe other teachers in the classroom for the purpose of improving instruction, (2) provide leadership for other teachers in the selection of school experiences such as exhibits, field trips, etc., (3) prepare teaching guides, course outlines, etc., for other teachers or help them to prepare such materials, (4) subscribe to at least two professional journals devoted to their teaching areas (excluding the OEA and NEA Journals), (5) based upon current research findings, initiate or recommend program changes or changes in practices. While less than 50 per cent of the quasi-supervisors in large schools indicated that they perform functions (1-3), less than two-thirds thought that they should perform them. Functions (4-5) were highly performed and also highly thought to be functions which should be performed.

In summarizing the principals' attitudes toward the utilization of competent teachers in the performance of selected supervisory functions, it can be said that principals, on the whole, are considerably more favorable toward having quasi-supervisors perform the functions than the extent to which quasi-supervisors perform or think they should be performing the functions. While principals as a whole highly agreed that competent teachers should be utilized in performing some of the selected functions, principals in large schools were highly favorable toward quasi-supervisors performing more than 50 per cent of the functions.

School size does affect the attitude of the school principal toward the desirability of having quasi-supervisors and toward the roles

they perform. Small school principals were least agreed upon the utilization of competent classroom teachers as part-time supervisors. This same statement can be applied to medium schools when compared to large schools.

While all principals highly agree on four of the thirty items on Form III, there were certain other items highly agreed upon by small and medium school principals, by small and large school principals, or by medium and large school principals. In addition, there was one or more functions highly agreed upon by principals from only one school size.

Functions Least Agreed Upon

As stated before, the criterion used to denote least agreed upon functions was that 75 per cent or less of the principals had agreed upon its being performed. Included, of course, are the six general opinion statements. In this regard, there were twelve functions least agreed upon by small school principals, eight for medium school principals and eight for large school principals. There were five functions least agreed upon by principals in all schools, both by school size and collectively. Only these least agreed upon functions are discussed here. Tables X, XI, and XII were used in identifying these functions, and Tables VI and VII were used in making comparisons between quasi-supervisors' responses and principals' responses.

While principals as a whole were generally favorable toward the quasi-supervisory idea, less than three-fourths were agreeable to the statement that: Teachers with supervisory responsibilities should be employed during the summer with an additional salary. This compares

somewhat favorabley to the 33.3 per cent of small school respondents who are employed during the summer months and the 50.0 per cent who think they should be offered summer employment. Likewise, the quasi-supervisors in medium schools had percentages of 33.3 and 33.3 respectively regarding this issue, and the large school quasi-supervisors' percentages were 16.6 and 66.6 respectively with regard to whether or not they are employed by their school systems during the summer months and whether or not they think they should be offered summer employment.

Other least agreed upon items were that classroom teachers with supervisory responsibilities should: (1) help to plan where (in what rooms) or when certain courses are to be offered, (2) be consulted or otherwise involved in the selection of new teachers who are to teach in their subject area, (3) help to prepare the class schedules and/or teaching assignments of other teachers whom they supervise, (4) collect reports or records and requisitions from other teachers for the quasi-supervisors' approval.

Less than 55 per cent of <u>all</u> quasi-supervisors reported that they perform any one of the above four functions, and less than 70 per cent indicated that they <u>think</u> they should be performing any one of the above functions. All but one of these functions were in the administration duty category on Forms II and III.

When principals are highly agreed upon a function, it does not necessarily follow that quasi-supervisors will be performing the function to a compatible extent or even that they <u>think</u> they should be performing the function to a compatible extent. On the other hand, functions performed most by quasi-supervisors were in most cases among those that

principals highly agree should be performed by them. Functions least performed by quasi-supervisors were more evenly matched with those least agreed upon by principals.

There were twenty-seven supervisory functions listed on the Form II questionnaire, and these were grouped into six duty categories--planning, administration, supervision, curriculum development, demonstration teaching, and research. Tables VIII and IX were used to group the responses to the twenty-seven supervisory functions on Form II into the six duty categories according to school size. Twenty-four of the twenty-seven functions included on Form II were used on Form III. Similarly, they were grouped into five duty categories--planning, administration, supervision, curriculum development, and research. Tables XIII, XIV, and XV were used to group the responses to the twenty-four supervisory functions on Form III into five duty categories according to school size. The following discussion compares the extent to which quasi-supervisors perform and think they should perform the latter five duties to the extent to which principals agree that they should be performing the duties.

The research functions were the ones performed most by quasi-supervisors, the ones quasi-supervisors think should be performed most, and also, the ones most highly agreed upon by principals as functions which quasi-supervisors should perform.

From highest to lowest, the order of per cent agreeing for small school principals with regard to the six duties was research, planning, supervision, curriculum development, and administration. This was the identical order in which quasi-supervisors in small schools reported

that they were performing these five duties. However, the order in which quasi-supervisors indicated that they think they should be performing the five duties was research, planning, curriculum development, supervision, and administration. Thus, quasi-supervisors and principals in small schools appear to have only slight differences regarding the duties of the quasi-supervisor. As was pointed out earlier, however, when the duties are broken down into functions, the amount of concurrence decreases.

From highest to lowest, the order of per cent agreeing for medium school principals with regard to the five duties was research, supervision, curriculum development, planning,and administration. The order of performance of the five duties by quasi-supervisors in medium schools, from highest to lowest was research, planning, curriculum development, supervision, and administration. Lastly, the order in which quasi-supervisors in medium schools indicated that they think they should be performing the five duties, from highest to lowest was research, curriculum development, supervision, administration, and planning.

It is seen then, that even when functions are grouped into duty categories, there are noticeable differences between what the principals in medium schools highly agree that quasi-supervisors should do and what they actually do. Also, there are noticeable differences between what the quasi-supervisors are doing and what they themselves think they should be doing. Finally, what principals agree to and what quasi-supervisors think they should be doing with regard to the five duties is noticeably different.

From highest to lowest, the order of per cent agreeing for large

school principals with regard to the five duties was research, curriculum development, supervision, administration, and planning. The order of performance of the five duties by quasi-supervisors in large schools was research, supervision, curriculum development, planning, and administration. And, the order in which quasi-supervisors in large schools indicated that they think they should be performing the five duties was research, planning, supervision, administration, and curriculum development.

Again, it is noted that considerable differences exist among the duties that principals agree should be performed, those being performed, and those that quasi-supervisors think should be performed. A possible explanation for these findings with regard to medium and large schools, and one partially supported by the interviews held with quasi-supervisors. In small schools where principals and teachers work more closely together and informally, the barrier to adequate communications does not exist.

When the order of per cent agreeing on the five duty categories is compared for the responding principals with respect to school size, it is seen that school size does affect the principals' attitudes toward the quasi-supervisory role. This was previously found to be true when per cent agreement on the functions themselves were compared.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Teachers are not receiving the quantity nor kind of supervisory assistance that is now more than ever before, essential to an effective system of education. If quality instruction is to prevail, teachers must receive supervision from some qualified person who is not only competent in his area of specialization, but who also understands and is thoroughly familiar with the specific challenges at the local school. Teachers need and want supervision which is of a helping nature and which is particularly designed to improve instruction in their particular classroom situation. The most probable source for this kind of supervision is the competent classroom teacher.

Two basic assumptions of this study were (1) that in an effective educational system, local school supervision must be performed, and (2) a substantial number of competent Oklahoma high school teachers are engaged in some form of supervision. These part-time supervisors have herein been defined as "quasi-supervisors" and their either formally or informally defined role as the quasi-supervisory role or quasi-supervision.

The problem of this study was to develop a profile of the quasi-supervisor of science-mathematics in Oklahoma public high schools.

A sub-problem of the study was to determine the extent to which quasi-supervisors think they should be performing selected supervisory functions. A second sub-problem of the study was to determine the extent to which selected high school principals agree to the utilization of competent classroom teachers for the performance of selected supervisory functions.

The purpose of the study was to investigate the extent to which Oklahoma classroom teachers, on a part-time basis engage in supervisory-type activities. A second purpose was to determine the extent to which high school principals recognize, encourage, and reward quasi-supervisory practices and their attitudes toward the performance of certain non-teaching professional functions by teachers.

It was assumed that the role of the quasi-supervisor would vary according to school size. Therefore, the study sample was divided into small, medium, and large. Small schools have from five to twelve teachers, medium schools have from thirteen to thirty-four teachers, and large schools have thirty-five or more teachers.

The study was limited to Oklahoma public high schools employing at least five teachers in grades 7-12 and located in school districts which contained at least two attendance units. From a mailing list of six hundred eight-three Oklahoma high schools supplied by the Oklahoma Education Association, four hundred twenty-four were selected for participation in the study.

The general procedure of the study consisted of the development of three survey instruments which were mailed to three selected samples. In addition, schools were visited and quasi-supervisors were interviewed.

The instruments were designed so as to provide data pertinent to the problem of the study. Specifically, answers were sought to the following four questions:

(1) To what extent are the more competent Oklahoma teachers performing part-time supervisory functions?

(2) What are the general scope and nature of part-time supervisory functions performed by teachers?

(3) What are the general status and role of part-time supervisors in the state of Oklahoma?

(4) What are administrative practices and other attitudes toward quasi-supervisors and the functions they perform?

The first questionnaire, Form I, was designed to (1) provide information relative to the scope of quasi-supervision in the state of Oklahoma, (2) identify the sample to which the second questionnaire, Form II, was to be sent, and (3) identify the sample to which Form III was to be sent. Form I was mailed to four hundred twenty-four high school principals and three hundred thirty-two or 78.1 per cent were returned.

The fourth item asked the principals to list the names, titles (if any), and subject areas of teachers who were functioning as part-time supervisors. In response to this item, principals submitted the names of ninety-four part-time supervisors of science and/or mathematics. These ninety-four quasi-supervisors constituted the sample to which the Form II questionnaire was mailed. Fifty-three or 56.4 per cent of the questionnaires were returned. These returns provided data relative to the general background, status, and role of the quasi-supervisors.

Item number five on the Form I questionnaire asked the question: "Do you perform practically all of the supervision within your school?" Ninety-seven of the responding principals gave a positive reply to the

question. These principals constituted the sample to which Form III was mailed. This third questionnaire was designed to elicit the principals' attitudes and opinions regarding the quasi-supervisory role and the quasi-supervisor. Sixty-four or 65.9 per cent of the questionnaires were returned.

The quasi-supervisors selected for interview purposes were selected on the basis of their responses to the supervisory function items on the Form II questionnaire. Eleven quasi-supervisors in ten schools were selected and interviewed. The purpose of the interview was to gather data in depth relative to the status and role of the quasi-supervisor.

Comparisons were made between what quasi-supervisors indicated that they do and what they indicated that they think they should do. Comparisons were made between the responses of quasi-supervisors with respect to the size of the schools in which they work. Comparisons were made between the responses of quasi-supervisors and those of principals.

Major Findings

In designing the study, the investigator addressed himself to four questions which were used as a major guide in the collection, analyses, and presentation of data. The major findings of the study are presented here with respect to the afore-mentioned questions.

> To what extent are the more competent Oklahoma teachers performing part-time supervisory functions?

1. Sixty-five and seven-tenths of the three hundred nine responding

principals whose returned questionnaires were used in the analyses of data indicated that they had one or more part-time supervisors in their schools. There were one hundred six, or thirty-four and three-tenths per cent of the three hundred nine returns that included the names of no quasi-supervisors.

2. As schools become larger, the probability of finding quasi-supervisors in the schools increases.

3. The number of quasi-supervisors in a single school ranged from one to fourteen, and large schools generally have more quasi-supervisors than smaller schools.

What are the general scope and nature of part-time supervisory functions performed by Oklahoma teachers?

4. The functions performed by quasi-supervisors are directed more toward maintenance and implementation of instruction than toward improving instruction.

5. The scope and nature of part-time supervisory functions performed by Oklahoma classroom teachers is dependent upon the size of the school in which the teachers work.

a. Responses from quasi-supervisors in large schools indicated that they perform a greater number of the twenty-seven selected functions than did responses from quasi-supervisors in smaller schools.

b. Responses from quasi-supervisors in small schools indicated that they perform a greater number of the twenty-seven selected supervisory functions than responses from quasi-supervisors in medium schools.

6. The scope and nature of part-time supervisory functions performed by Oklahoma quasi-supervisors does not include responsibilities for participation in major decision making, in regard to the selection of new staff members, helping to plan the total school program, and helping to determine what pupils should be allowed to enroll in certain courses. However, there were some exceptions.

7. With the exception of functions such as observing other teachers in the classroom, evaluating the work of other teachers, and preparing teaching guides, etc., for other teachers, quasi-supervisors overwhelmingly indicated that they think they should be performing more supervisory functions than they were performing.

What are the general characteristics, the status and role of part-time supervisors in the state of Oklahoma?

8. Part-time supervisors are classroom teachers who have in most cases been teaching for nine years or longer.

a. The average number of years of teaching experience of the respondents increased with increasing school size. The range in experience was from three to thirty-eight years.

b. The average number of years of teaching experience for quasi-supervisors in large schools was seventeen years.

9. On the average, part-time supervisors in medium schools have been serving as part-time supervisors longer than part-time supervisors in large schools, who in turn have been serving in this capacity longer than part-time supervisors in small schools.

10. The per cent of quasi-supervisors having advanced degrees increases with increasing school size. Fifty per cent of the

quasi-supervisors in small schools had advanced degrees while slightly under eighty per cent of the quasi-supervisors responding from large schools indicated that they had earned advanced degrees. The highest degree earned was the Master's degree.

11. There are no uniform criteria with regard to salary differentials for part-time supervisors. The range is from no increase in salary to substantial increases.

12. Part-time supervisors who have supervisory responsibilities in more than one school are formally recognized by an increase in salary.

13. None of the quasi-supervisors from the medium school sample indicated that they perform supervisory functions in schools other than their own.

14. A majority of the quasi-supervisors indicated that they are limited in the role they perform by a lack of adequate time during the normal school day.

What are administrative practices and other attitudes toward quasi-supervisors and the functions they perform?

15. The responding Oklahoma high school principals were highly favorable toward the utilization of competent classroom teachers as part-time supervisors.

a. Principals in large schools were more favorable toward the quasi-supervisory role than were principals in smaller schools.

16. While principals were highly agreed that quasi-supervisors should observe other teachers in the classroom and make reports concerning the work of other teachers, less than fifty per cent of the responding

quasi-supervisors indicated that they think they should perform these functions.

17. In general, the responding principals were highly agreeable to the assumption of additional duties by competent teachers but were less agreeable to the delegation of authority and responsibility.

Conclusions

1. Competent Oklahoma high school teachers are engaged in part-time supervisory activities to some extent in some Oklahoma public schools.

2. The role of the quasi-supervisor in Oklahoma public high schools has not been well defined.

3. Neither the status nor role of the majority of the quasi-supervisors indicates that administrators recognize the practice of quasi-supervision as a valuable and desirable asset.

4. The extent of the practice of quasi-supervision in Oklahoma high schools indicates that the potential far exceeds the practice.

5. The quasi-supervisor has not been recognized by the principal as a person who is at least as qualified as himself to participate in major decision-making, regardless of the quasi-supervisor's professional background.

Profile

The quasi-supervisor of science-mathematics in Oklahoma high schools is usually one of the older more experienced teachers. He either has a Master's degree, is pursuing one, or has been teaching for more than twenty years. His academic background in science and/or mathematics may be very impressive or it may be mediocre. Usually, he

has only one "free" class period during the school day in which to function as a part-time supervisor. Often he will teach a class every period but, sometimes, he may teach only half time. It is possible for him to be receiving a salary differential and, if he works in more than one school, he probably does. He usually does not have the time, authority, and responsibility that he needs to assume the role he thinks he should have. He is enthusiastic and willing to utilize his talents for the improvement of instruction and enjoys helping other teachers, but he does not like to inspect the work of other teachers, evaluate other teachers, or extend help which may be resented, such as helping teachers prepare teaching guides.

Recommendations

Teachers for too long have been thought of and treated as a group rather than as individuals. The same "educators" who perpetuate a uniform salary scale for teachers often support rigorously the challenge that teachers must think of their pupils as individuals and provide for the individual differences that students have.

The contention that all teachers are equally as competent and are making equitable contributions to the educational program is comparable to saying that all students should receive the same grade, or better, be graded according to the number of years they have spent in school and the number of units they have earned. Typically, the surest way for a competent teacher to advance himself financially has been to seek an administrative position, move to a more lucrative teaching position, or leave the profession.

While there is considerable differentiation among college teachers with regard to rank and salary, and while there is considerable differentiation in the administrative ranks of public school officials, school administrators have been pathetically slow to recognize an intermediate level between that of the principal or supervisor and that of the classroom teacher.

It is a reasonable assumption that there are classroom teachers who possess knowledge, skills, and abilities which qualify them to participate in the planning of the total school program, assist in the selection of new teaching personnel, and make final school-level decisions concerning teaching materials, class assignments, etc. These teachers have been found to be generally negative toward the inspectoral, evaluative roles that the principals in the study sample so highly favor for them. These teachers want to be identified with other teachers rather than with the administration. They have leadership skills, are highly competent in their subject areas, and they are willing and able to assist other teachers in the continuous quest for instructional improvement. With these thoughts in mind, the following recommendations are made:

1. That the quasi-supervisory role be officially recognized and clearly defined by state and local school officials.

2. That the position of quasi-supervisor be made a permanent teacher position in the organizational structure of the schools, and that the extent to which quasi-supervisors are being utilized be measurably increased.

3. That the class loads of quasi-supervisors be, at most,

one-half of the normal teaching load.

4. That salary scales be developed which will allow for the compensation of quasi-supervisors commensurate with their duties and responsibilities.

Suggestions for Future Research

The findings of the study have shown that the quasi-supervisory role has not been well-defined, the extent of the practice of quasi-supervision is considerably less than the potential for increasing the practice, and the status and role of the quasi-supervisor needs to be reevaluated and improved. The following suggestions are offered as preliminary steps toward more effective utilization of competent teachers as quasi-supervisors.

1. A study should be made to ascertain superintendents' attitudes toward the quasi-supervisory role to determine whether or not there are administrative barriers at that level which discourage the utilization of quasi-supervisors and the elevation of their status and role.

2. State and district level supervisors should be queried to ascertain what they are doing and how the quasi-supervisory role could supplement and complement their roles.

3. A study should be made to ascertain the opinions and suggestions of teachers with regard to the quasi-supervisory role.

4. A study should be made to ascertain if there are legal or other barriers which prevent the maturing of the quasi-supervisory role, and if so, to find ways to removing these barriers.

APPENDIX A

SURVEY OF THE EXTENT TO WHICH OKLAHOMA CLASSROOM TEACHERS SERVE AS PART-TIME SUPERVISORS---FORM I

Dear Principal:

Under the general direction of Dr. Robert E. Ohm of the University of Oklahoma, a survey is being initiated to determine the extent to which the generally competent teachers with leadership potential are performing part-time supervisory functions for the imporvement of instruction in the schools of Oklahoma. The identification of this either formally or informally defined quasi-supervisory role and the determination of the extent to which it is being performed is seen as contributing to a better understanding of school organization and administration. The questions that follow have been confined to a single page so that you can respond immediately and return it in the enclosed, self-addressed, stamped envelope. Your participation in this study is earnestly solicited and would be very much appreciated. Please return this form even if you have no teachers performing supervisory functions.

Please note that the Oklahoma Education Association is not connected with the survey herein submitted. However, I wish to express my appreciation for the use of the mailing list prepared by the Oklahoma Education Association for the purpose of initiating this survey.

(1) Name of your school_____

(2) Location of your school_____

(3) Number of teachers in your school (grades 7-12)_____

(4) Please list below the names, subject area, and title (if any) of all classroom teachers in your school who either officially or unofficially perform supervisory or helping-teacher functions in your school or in other schools in your school district. Please include all part-time supervisors such as department chairmen, etc.

	Name	Subject Area	Title
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			

(5) Do you personally perform practically all of the supervision within your school?____

(6) Do subject area supervisors or consultants visit your school on a regular basis? If so, from the central office?_____ From other schools or colleges?_____ From the state department of education?_____

(7) Do we have your permission to write to any of the teachers listed under (4) above should they be selected for participation in this study?_____

(8) Remarks-

SURVEY OF THE EXTENT TO WHICH OKLAHOMA CLASSROOM TEACHERS SERVE AS PART-TIME SUPERVISORS--FORM II

Dear Teacher:

Under the general direction of Dr. Robert E. Ohm of the University of Oklahoma, a survey has been initiated to determine the extent to which the generally competent teachers with leadership potential are performing part-time supervisory functions for the improvement of instruction in the schools of Oklahoma.

Your school principal is cooperating in this survey and has submitted your name as a person who is serving in the above capacity. He also has granted permission to write to you. Your participation in this study is earnestly solicited and would be greatly appreciated. A self-addressed, stamped envelope has been enclosed so that you may respond immediately. Your response will be kept strictly confidential.

Tillman V. Jackson
Norman, Oklahoma

GENERAL SCHOOL INFORMATION

1. Name of your school _____
2. Number of teachers in your school. . . . . _____
3. What grades are taught in your school (i.e. 8-12)?. . . _____
4. How many other teachers in your school teach classes in your main teaching field?. . . . . _____
5. How many class periods are there in a regular high school day at your school?. . . . . _____

GENERAL BACKGROUND INFORMATION

6. Title of your teaching position (i.e. Art Teacher). . . _____
7. Supervisory title, if any (i.e. Chairman of Art Dept.). _____
8. How many classes do you teach per day?.. . . . . _____
9. How many classes do you teach per day in your major teaching area? . . . . . _____

10. How many years of teaching experience do you have . . . _____
11. How long have you been a part-time supervisor?. . . . . _____
12. What is the highest degree you have earned?. . . . . _____
13. What was your undergraduate major?. . . . . _____
14. What was your undergraduate minor?. . . . . _____
15. What is your graduate major?. . . . . _____
16. What is your graduate minor?. . . . . _____
17. How many semester hours of graduate credit do you have in
    (a) administration.. . . . . _____
    (b) supervision . . . . . _____
    (c) curriculum development . . . . . _____
    (d) audio-visual education . . . . . _____

GENERAL SUPERVISORY INFORMATION

18. Do you engage in part-time supervision in school buildings other than your own? . . . . . _____

19. How many hours per week do you spend in supervision? . . _____
How many hours should be spent? . . . . . _____

20. Do you work more hours per week than other teachers in your school who do not have supervision responsibilities? . . _____
If so, how many more? . . . . . _____

21. How many hours do you think a teacher-supervisor should work in excess of the normal teaching load? . . . . . _____

22. Do you teach fewer classes per day than teachers who do not have supervision responsibilities? . . . . . _____
If so, by how many classes is your load reduced? . . . . _____
What should be the class load for a teacher supervisor . _____

23. Do you work for your school system during the summer months . . . . . _____
Do you feel that part-time subject-area supervisors should be given summer employment? . . . . . _____

24. Do you receive extra pay for your part-time supervision? _____
If so, how much do you receive? . . . . . _____
How much, if any, extra pay should be paid for part-time supervision? . . . . . _____

25. Do you receive any other material compensation for your supervision services? . . . . . _____
If so, please specify. . . . . _____

26. Does your school provide you with clerical help or student help? . . . . . _____
Do you feel that teacher supervisors should be provided with such help? . . . . . _____

SUPERVISORY FUNCTIONS

Please check (X) for yes or no in answer to each of the following questions.

A. PLANNING	YES	NO
27. Do you help to determine what courses are to be taught in your school area?	___	___
Do you think you should	___	___
28. Do you help in the formulation of rules and regulations concerning how courses are to be taught?	___	___
Do you think you should?	___	___

		YES	NO
29.	Do you help to formulate policies dealing with what pupils shall be allowed to enroll in certain courses?.	___	___
	Do you think you should?.	___	___
30.	Do you help to plan the total school program at your school or at other schools?	___	___
	Do you think you should?.	___	___
31.	Do you help to determine where (in what rooms) or when certain courses are to be taught?	___	___
	Do you think you should?	___	___
B.	ADMINISTRATION		
32.	Are you consulted or otherwise involved in the selection of new teachers in your teaching area?	___	___
	Do you think you should be?	___	___
33.	Do you make any kind of progress report or evaluation report to your school principal or other school officials concerning the work of other teachers?.	___	___
	Do you think you should?	___	___
34.	Do you help to prepare the class schedules and/or teaching assignments of other teachers in your teaching area?.	___	___
	Do you think you should?	___	___
35.	Do you assume most of the responsibility for the orientation of new teachers in your subject area?	___	___
	Do you think you should?	___	___
36.	Do other teachers in your teaching area report to you or submit records or requisitions to you for your approval?.	___	___
	Do you think they should?	___	___
C.	SUPERVISION		
37.	Do you hold individual and/or group conferences with other teachers in your school?	___	___
	Do you think you should?	___	___
38.	Do you hold individual and/or group conferences with other teachers in other schools where you function as a part-time supervisor? . .	___	___
	Do you think you should?	___	___
39.	Do other teachers in your teaching area consult you when they have instructional problems?	___	___
	Do you think they should?	___	___
40.	Are you aware and do you inform other teachers of the professional organizations that cater to teachers in your teaching area? . . .	___	___

	YES	NO
Do you think you should?	___	___
41. Do you observe other teachers in the classroom for the purpose of improving instruction?	___	___
Do you think you should?	___	___
D. CURRICULUM DEVELOPMENT		
42. Do you provide leadership for other teachers in the formulation of course objectives?	___	___
Do you think you should?	___	___
43. Do you provide leadership for other teachers in the selection of school experiences such as, exhibits, field trips, etc.?	___	___
Do you think you should?	___	___
44. Do you prepare teaching guides, course outlines, etc. for other teachers or help them to prepare such materials?	___	___
Do you think you should?	___	___
45. Do you provide leadership in the selection of textbooks, audio-visual aids, and other teaching materials?	___	___
Do you think you should?	___	___
46. Do you make final decisions concerning teaching materials before submitting your requisition to the principal or superintendent?	___	___
Do you think you should?	___	___
E. DEMONSTRATION TEACHING		
47. Do you give classroom demonstrations for other teachers?	___	___
Do you think you should?	___	___
48. Do you arrange for consultants or other outside enterprises to give classroom demonstrations for other teachers?	___	___
Do you think you should?	___	___
49. Do you demonstrate new teaching methods, audio-visual equipment, etc., for other teachers?	___	___
Do you think you should?	___	___
F. RESEARCH		
50. Do you subscribe to at least two professional journals devoted to your teaching area (excluding the NEA and the OEA Journals)? . .	___	___
Do you think you should?	___	___
51. Do you keep yourself well informed of the latest surveys, experiments, and other activities in your field?	___	___
Do you think you should?	___	___

	YES	NO
52. Based upon current research findings do you initiate or recommend program changes or changes in practices?	___	___
Do you think you should?	___	___
53. Do you keep other teachers informed of the latest finding and programs in your teaching area?	___	___
Do you think you should?	___	___

REMARKS

SURVEY OF THE EXTENT TO WHICH OKLAHOMA CLASSROOM TEACHERS SERVE AS PART-TIME SUPERVISORS--FORM III

Dear Principal:

Thank you very much for the prompt return of the questionnaire mailed to you on April 14. That questionnaire was mailed to over four-hundred Oklahoma high school principals and the response has been very good--we are very grateful. To complete this phase of the study, certain principals whom it was felt could make a most significant additional contribution are being asked to respond to this final questionnaire. Although this questionnaire is somewhat longer than the first, it has been structured so as to require only an (X) in the appropriate space, thereby consuming as little of your time as possible. All responses will be kept confidential. Your continued cooperation will be very much appreciated.

Tillman V. Jackson
Norman, Oklahoma

GENERAL OPINION

1. Competent teachers should be selected to perform part-time supervisory functions.
   Strongly agree___Agree___No Opinion___Disagree___Strongly Disagree___

2. Subject teachers should be selected to provide subject coordination between the elementary and secondary program.
   Strongly agree___Agree___No Opinion___Disagree___Strongly Disagree___

3. Teachers should be given extra salary for carrying on part-time supervisory functions.
   Strongly agree___Agree___No Opinion___Disagree___Strongly Disagree___

4. Teachers with supervisory responsibilities should be employed during the summer with an additional salary.
   Strongly agree___Agree___No Opinion___Disagree___Strongly Disagree___

5. Teachers with supervisory responsibilities should be given a reduced teaching load as compensation for their work.
   Strongly agree___Agree___No Opinion___Disagree___Strongly Disagree___

6. Teachers with supervisory responsibilities should be given special assistance such as secretarial and student help.
   Strongly agree___Agree___No Opinion___Disagree___Strongly Disagree___

SUPERVISORY FUNCTIONS

(A) PLANNING
Teachers with supervisory responsibilities should:

7. Help to plan what subjects are to be taught in their subject area.
   Strongly agree___Agree___Disagree___Strongly Disagree___No Opinion___

8. Help in the formulation of rules and regulations concerning how courses are to be taught.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

9. Help in the formualtion of policies dealing with what pupils should be allowed to enroll in certain courses.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

10. Help to plan the total school program at their school or at other schools.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

11. Help to plan where (in what rooms) or when certain courses are to be taught.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

(B) ADMINISTRATION
Teachers with supervisory responsibilities should:

12. Be consulted or otherwise involved in the selection of new teachers who are to teach in their subject areas.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

13. Make any kind of progress report or evaluation report to the principal concerning the work of teachers they supervise.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

14. Help to prepare the class schedules and/or teaching assignments of other teachers whom they supervise.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

15. Be given most of the responsibility for the orientation of new teachers in their teaching field.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

16. Collect reports or records and requisitions from other teachers for his approval.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

(C) SUPERVISION
Teachers with supervisory responsibilities should:

17. Hold individual or group conferences with other teachers in their school.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

18. Hold conferences with other teachers in other schools.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

19. Be consulted by other teachers in their subject area when the teachers have instructional problems.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

20. Be aware of and inform other teachers of the professional organizations that

cater to teachers in their teaching area.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

21. Observe other teachers in the classroom for the purpose of improving instruction.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

22. Provide leadership in the formulation of course objectives.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

23. Provide leadership for other teachers in the selection of school experiences such as, exhibits, field trips, etc.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

24. Prepare teaching guides, course outlines, etc. for other teachers or help them to prepare such materials.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

25. Provide leadership in the selection of textbooks, audio-visual aids, and other teaching materials.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

26. Make final decisions concerning teaching materials before submitting requisitions to their principal or superintendent.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

(F) RESEARCH
Teachers with supervisory responsibilities should:

30. Subscribe to at least two professional journals devoted to their teaching areas (excluding the OEA and NEA Journals).
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

31. Keep themselves well informed of the latest surveys, experiments, and other activities in their fields.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

32. Based upon current research findings, initiate or recommend program changes or changes in practice.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

33. Keep other teachers informed of the latest findings and programs in their teaching fields.
Strongly agree___Agree___No opinion___Disagree___Strongly disagree___

REMARKS

APPENDIX B

TABLE III

QUASI-SUPERVISORS' RESPONSES TO GENERAL SCHOOL INFORMATION AND GENERAL BACKGROUND INFORMATION--ITEMS 4, 5, AND 8-17 (FORM II)

(SMALL SCHOOLS)

Code

(BS) Bachelor's Degree	(EE) Engineering	(O) Other Subject
(BI) Biology	(G) Geology	(P) Physics
(C) Chemistry	(H) History	(PE) Physical Education
(E) English	(M) Mathematics	(S) Science
(ED) Education	(MS) Master's Degree	(SS) Social Studies

Item No.	Description of Item	Respondent Number 1	2	3	4	5	6	Average
4	No. of other teachers in your area	1	2	2	2	0	0	1.17
5	No. of class periods in school day	6	5	6	7	6	6	6.00
8	No. of classes taught per day	3	5	3	5	6	5	4.50
9	No. of classes taught in main area	3	3	2	3	6	4	3.50
10	Years of teaching experience	4	5	15	5	22	3	9.00
11	Years as part-time supervisor	2	1	1	2	0	2	1.33
12	Highest degree earned	BS	MS	MS	BS	MS	BS	--
13	Undergraduate major	M	SS	BI	M	C	O	--
14	Undergraduate minor	S	M	H	S	P	S	--
15	Graduate major	-	ED	ED	M	P	S	--
16	Graduate minor	-	ED	BI	P	ED	S	--
17	Graduate credit hours in:		ED	BI	P	ED	S	--
	Administration	3	0	0	0	0	0	0.50
	Supervision	3	0	0	8	0	0	1.83
	Curriculum Development	3	3	0	4	6	0	2.66
	Audio Visual Education	0	0	3	0	0	2	0.83

TABLE IV

QUASI-SUPERVISORS' RESPONSES TO GENERAL SCHOOL INFORMATION AND GENERAL BACKGROUND INFORMATION--ITEMS 4, 5, AND 8-17 (FORM II)

(MEDIUM SCHOOLS)

Code

(BS) Bachelor's Degree	(EE) Engineering	(O) Other Subject
(BI) Biology	(G) Geology	(P) Physics
(C) Chemistry	(H) History	(PE) Physical Education
(E) English	(M) Mathematics	(S) Science
(ED) Education	(MS) Master's Degree	(SS) Social Studies

Item No	Description of Item	Respondent Number				
		1	2	3	4	5
4	No. of other teachers in your area	3	1	2	2	2
5	No. of class periods in school day	6	6	6	5	6
8	No. of classes taught per day	5	6	3	5	6
9	No. of classes taught in main area	4	6	3	5	6
10	Years of teaching experience	26	4	19	5	9
11	Years as part-time supervisor	1	4	12	2	-
12	Highest degree earned	MS	MS	MS	MS	MS
13	Undergraduate major	M	M	M	M	ED
14	Undergraduate minor	C	C	C	S	M
15	Graduate major	P	ED	ED	ED	SS
16	Graduate minor	M	M	ED	M	M
17	Graduate credit hours in:					
	Administration	3	2	20	0	0
	Supervision	0	3	10	0	0
	Curriculum Development	3	7	8	4	0
	Audio-Visual Education	3	0	8	0	0

TABLE IV--Continued

6	7	8	9	10	11	12	13	14	15	Average
2	1	1	0	1	1	1	1	1	3	1.46
6	6	6	6	6	5	6	6	5	5	5.73
5	2	6	6	5	4	6	5	5	3	4.80
5	2	3	6	4	4	5	5	5	3	4.40
37	15	15	7	28	15	6	29	24	2	16.06
20	15	-	0	5	8	6	26	3	1	7.92
MS	MS	MS	MS	BS	MS	MS	MS	BS	BS	--
M	M	M	BI	M	BI	M	M	M	SS	--
ED	P	BI	C	ED	C	C	SS	H	S	--
ED	M	M	C	BI	S	S	ED	-	ED	--
M	H	BI	S	ED	ED	SS	M	-	S	--
0	12	0	0	0	10	12	16	0	2	5.13
6	6	3	3	0	1	3	16	0	0	3.47
8	6	3	3	3	0	3	12	0	2	4.13
0	3	0	8	3	0	3	4	0	0	2.13

TABLE V

QUASI-SUPERVISORS' RESPONSES TO GENERAL SCHOOL INFORMATION AND GENERAL BACKGROUND INFORMATION--ITEMS 4, 5, AND 8-17 (FORM II)

(LARGE SCHOOLS)

Code

(BS) Bachelor's Degree	(EE) Engineering	(O) Other Subject
(BI) Biology	(G) Geology	(P) Physics
(C) Chemistry	(H) History	(PE) Physical Education
(E) English	(M) Mathemathics	(S) Science
(ED) Education	(MS) Master's Degree	(SS) Social Studies

Item No	Description of Item	Respondent Number								
		1	2	3	4	5	6	7	8	9
4	No. of other teachers in your area	5	7	4	3	5	7	6	2	3
5	No. of class periods in school day	6	5	6	6	6	5	6	6	5
8	No. of classes taught per day	6	5	6	6	4	4	5	3	4
9	No. of classes taught in main area	6	5	6	6	4	4	4	3	4
10	Years of teaching experience	17	6	3	39	23	31	16	20	8
11	Years as part-time supervisor	4	3	1	6	2	3	2	1	2
12	Highest degree earned	MS	MS	BS	MS	MS	MS	MS	MS	BS
13	Undergraduate major	H	M	G	C	M	M	E	M	M
14	Undergraduate minor	M	S	EE	M	H	P	M	SS	C
15	Graduate major	ED	ED	M	M	ED	M	M	-	-
16	Graduate minor	H	M	-	P	M	ED	ED	SS	H
17	Graduate credit hours in:									
	Administration	6	4	3	20	22	0	4	0	0
	Supervision	6	2	0	6	8	0	0	0	3
	Curriculum Development	3	4	0	6	5	0	4	6	0
	Audio-Visual Education	3	0	0	0	2	0	6	6	0

TABLE V--Continued

Respondent Number															
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Average
6	4	1	7	1	6	5	7	5	5	4	5	2	1	1	4.25
6	5	8	6	6	6	6	5	7	5	5	6	6	5	5	5.75
5	4	5	5	6	3	3	4	6	4	5	5	5	4	4	4.62
5	4	5	4	6	2	3	4	2	5	5	5	5	4	4	4.42
11	3	7	37	24	39	12	11	38	9	15	7	7	29	13	17.70
3	2	4	10	1	6	3	2	1	1	3	1	1	20	7	3.70
BS	BS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	MS	--
M	C	C	M	BI	S	M	BI	M	C	H	S	C	C	M	--
SS	ED	BI	H	S	H	S	C	-	BI	BI	M	M	BI	P	--
-	-	BI	ED	ED	ED	S	S	ED	ED	S	ED	ED	EE	C	--
-	-	P	-	BI	-	S	S	ED	S	ED	BI	C	EE	M	--
0	0	0	18	16	0	6	0	13	0	0	0	5	5	4	5.33
0	0	0	8	8	0	0	0	20	0	0	0	0	5	6	3.00
0	0	2	6	8	0	0	0	0	0	10	0	6	3	3	2.75
0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0.80

APPENDIX C

TABLE VI

EXTENT TO WHICH QUASI-SUPERVISORS PERFORM THE TWENTY-SEVEN SUPERVISORY FUNCTIONS LISTED ON FORM II (ITEM 27-53)

Supervisory Function Number	Small Schools n = 6			Medium Schools n = 15			Large Schools n = 24			TOTAL n = 45		
	Yes	No	%Yes	Yes	No	%Yes	Yes	No	%Yes	Yes	No	%Yes
27	4	2	66.6	14	1	93.3	21	3	87.5	39	6	86.6
28	4	2	66.6	10	5	66.6	16	8	66.6	30	15	66.6
29	4	2	66.6	10	5	66.6	17	7	70.8	31	14	68.8
30	3	3	50.0	6	9	40.0	6	18	25.0	15	30	33.3
31	5	1	83.3	8	7	53.3	9	15	37.5	22	23	48.8
32	2	4	33.3	7	8	46.6	7	17	29.1	16	29	36.4
33	1	5	16.6	3	12	20.0	7	17	29.1	11	34	24.4
34	4	2	66.6	5	10	33.3	11	13	45.8	20	25	44.4
35	2	4	33.3	10	5	66.6	18	6	75.0	30	15	66.6
36	1	5	16.6	7	8	46.6	16	8	66.6	24	21	53.3
37	4	2	66.6	7	8	46.6	20	4	83.3	31	14	68.8
38	1	5	16.6	3	12	20.0	8	16	33.3	12	33	26.6
39	6	0	100.0	11	4	73.3	22	2	91.7	39	6	86.6
40	4	2	66.6	11	4	73.3	21	3	87.5	36	9	80.0
41	1	5	16.6	7	8	46.6	8	16	33.3	16	29	36.4
42	2	4	33.3	7	8	46.6	19	5	79.2	28	17	62.2
43	3	3	50.0	9	6	60.0	9	15	37.5	31	24	46.6
44	0	6	00.0	6	9	40.0	6	18	25.0	12	33	26.6
45	5	1	83.3	12	3	80.0	20	4	83.3	37	8	82.2
46	4	2	66.6	9	6	60.0	17	7	70.8	30	15	66.6
47	1	5	16.6	5	10	33.3	3	21	12.5	9	36	20.0
48	1	5	16.6	6	9	40.0	13	11	54.2	20	25	44.4
49	4	2	66.6	7	8	46.6	8	16	33.3	19	26	42.2
50	4	2	66.6	11	4	73.3	18	6	75.0	33	12	73.3
51	5	1	83.3	12	3	80.0	20	4	83.3	37	8	82.2
52	5	1	83.3	14	1	93.3	20	4	83.3	39	6	86.6
53	3	3	33.3	9	6	60.0	16	8	66.6	28	17	62.2
TOTAL	83	79	51.2	226	179	55.8	376	272	58.0	685	530	56.4

TABLE VII

EXTENT TO WHICH QUASI-SUPERVISORS THINK THEY SHOULD BE PERFORMING THE TWENTY-SEVEN SUPERVISORY FUNCTIONS LISTED ON FORM II (ITEMS 27-53)

Supervisory Function Number	Small Schools n = 6			Medium Schools n = 15			Large Schools n = 24			TOTAL n = 45		
	Yes	No	% Yes	Yes	No	%Yes	Yes	No	%Yes	Yes	No	%Yes
27	6	0	100.0	13	2	86.6	23	1	95.8	42	3	93.3
28	5	1	83.3	11	4	73.3	22	2	91.7	38	7	84.4
29	5	1	83.3	14	1	93.3	23	1	95.8	42	3	93.3
30	6	0	100.0	10	5	66.6	14	10	58.3	30	15	66.6
31	5	1	83.3	9	6	60.0	17	7	70.8	31	14	68.8
32	4	2	66.6	9	6	60.0	17	7	70.8	30	15	66.6
33	1	5	16.6	5	10	33.3	15	9	62.5	21	24	46.6
34	4	2	66.6	8	7	53.3	17	7	70.8	29	16	64.4
35	3	3	50.0	9	6	60.0	21	3	87.5	33	12	73.3
36	4	2	66.6	8	7	53.3	19	5	79.2	31	14	68.8
37	4	2	66.6	8	7	53.3	23	1	95.8	35	10	77.7
38	3	3	50.0	3	12	20.0	13	11	54.2	19	26	42.2
39	6	0	100.0	10	5	66.6	21	3	87.5	37	8	82.2
40	5	1	83.3	9	6	60.0	21	3	87.5	35	10	77.7
41	3	3	50.0	9	6	60.0	13	11	54.2	25	20	55.5
42	6	0	100.0	10	5	66.6	21	3	87.5	37	8	82.2
43	5	1	83.3	9	6	60.0	15	9	62.5	29	16	64.4
44	3	3	50.0	6	9	40.0	12	12	50.0	21	24	46.6
45	6	0	100.0	12	3	80.0	19	5	79.2	37	8	82.2
46	4	2	66.6	8	7	53.3	19	5	79.2	31	14	68.8
47	2	4	33.3	5	10	33.3	11	13	45.8	18	27	40.0
48	2	4	33.3	6	9	40.0	19	5	79.2	27	18	60.0
49	4	2	66.6	8	7	53.3	17	7	70.8	29	16	64.4
50	6	0	100.0	12	3	80.0	21	3	87.5	39	6	86.6
51	6	0	100.0	13	2	86.6	22	2	91.7	41	4	91.1
52	6	0	100.0	11	4	73.3	22	2	91.7	39	6	86.6
53	5	1	83.3	9	6	60.0	22	2	91.7	36	9	80.0
TOTAL	119	43	73.45	244	161	60.2	499	149	77.0	862	353	70.9

TABLE VIII

EXTENT TO WHICH QUASI-SUPERVISORS PERFORM THE SIX DUTIES INCLUDED AS SUPERVISORY FUNCTIONS ON FORM II (ITEMS 27-53)

Duty Categories	No. of Items	Small Schools n = 6			Medium Schools n = 15			Large Schools n = 24			TOTAL n = 45		
		Yes	No	%Yes	Yes	No	%Yes	Yes	No	%Yes	Yes	No	%Yes
Planning	5	20	10	66.6	48	27	64.0	69	51	57.5	137	88	60.9
Administration	5	10	20	33.3	32	43	42.7	59	61	49.2	101	124	44.9
Supervision	5	16	14	53.3	39	36	52.0	79	41	65.8	134	91	59.6
Curriculum Development	5	14	16	46.6	43	32	57.3	71	49	59.2	128	97	56.9
Demonstration Teaching	3	6	12	33.3	18	27	40.0	24	48	33.3	48	87	35.5
Research	4	17	7	70.8	46	14	76.7	74	22	77.1	137	43	76.1
TOTAL	27	83	79	51.2	226	179	55.8	376	272	58.0	685	530	56.4

TABLE IX

EXTENT TO WHICH QUASI-SUPERVISORS THINK THEY SHOULD PERFORM THE SIX DUTIES INCLUDED AS SUPERVISORY FUNCTIONS ON FORM II (ITEMS 27-53)

Duty Categories	No. of Items	Small Schools n = 6			Medium Schools n = 15			Large Schools n = 24			TOTAL n = 45		
		Yes	No	%Yes	Yes	No	%Yes	Yes	No	%Yes	Yes	No	%Yes
Planning	5	27	3	90.0	57	18	49.3	99	21	82.5	183	42	81.3
Administration	5	16	14	53.3	39	36	52.0	89	31	74.2	144	81	64.0
Supervision	5	21	9	70.0	39	36	52.0	91	29	75.8	151	74	67.2
Curriculum Development	5	24	6	80.0	45	30	60.0	86	34	71.7	155	70	68.9
Demonstration Teaching	3	8	10	44.4	19	26	42.2	47	25	65.3	74	61	54.8
Research	4	23	1	95.8	45	15	75.0	87	9	90.6	155	25	86.1
TOTAL	27	119	43	73.4	244	161	60.2	499	149	77.0	862	353	70.9

APPENDIX D

TABLE X

ATTITUDES OF OKLAHOMA HIGH SCHOOL PRINCIPALS

TOWARD THE QUASI-SUPERVISORY ROLE

(SMALL SCHOOLS)

(N = 12)

Item Number (N = 30)	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Per Cent Agreeing
1	2	7	2	1		75.0
2	2	8	2			83.3
3	5	6	1			91.7
4	1	7	2	2		66.7
6	2	6		4		91.7
7	2	10				100.0
8	1	10		1		91.7
9	2	7	1	2		75.0
10	1	8	1	2		75.0
11	1	4	3	4		41.7
12	2	3	3	4		41.7
13	1	10	1			91.7
14	2	6	2	2		66.7
15	1	6		5		58.3
16	1	4	2	5		41.7
17		12				100.0
18		4	4	4		33.3
19		11	1			91.7
20	1	7	4			66.7
21	1	8	1	2		75.0
22	1	9	2			83.3
23		9	2	1		75.0
24		6	1	5		50.0
25	2	7	1	2		75.0
26		6	1	5		50.0
30		6	4	2		50.0
31	2	9	1			91.7
32		10	2			83.3
33	2	9	1			91.7
TOTAL	37	224	45	54	0	72.5

TABLE XI

ATTITUDES OF OKLAHOMA HIGH SCHOOL PRINCIPALS TOWARD THE QUASI-SUPERVISORY ROLE (MEDIUM SCHOOLS)

(N = 42)

Item Number (N = 30)	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Per Cent Agreeing
1	13	25	1	2	1	90.5
2	14	23	1	4		88.1
3	18	23		1		97.6
4	10	12	11	7	2	52.4
5	13	19	4	5	1	76.2
6	8	30	2	2		90.5
7	17	24			1	97.6
8	12	28		2		95.2
9	7	31	2	2		90.5
10	6	22	4	10		66.6
11	4	19	6	12	1	56.7
12	4	22	3	12	1	61.9
13	9	28	3	2		88.1
14	5	24	2	10	1	69.0
15	7	26	4	5		78.6
16	3	24	5	10		64.3
17	6	31	3	2		88.1
18	5	27	4	6		76.2
19	6	35	1			73.8
20	10	28	4			90.5
21	6	26	2	8		76.2
22	10	31	1			97.6
23	6	28	4	4		80.9
24	3	30	5	4		78.6
25	6	33	2	1		92.9
26	7	19	5	11		61.9
30	15	18	4	5		78.6
31	18	20	2	2		90.5
32	11	25	4	2		85.7
33	14	25	1	2		92.9
TOTAL	273	756	90	133	8	81.66

TABLE XII

ATTITUDES OF OKLAHOMA HIGH SCHOOL PRINCIPALS

TOWARD THE QUASI-SUPERVISORY ROLE

(LARGE SCHOOLS)

(N = 10)

Item Number (N = 30)	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Per Cent Agreeing
1	6	4				100.0
2	1	7	1	1		80.0
3	3	6	1			90.0
4	1	5	3	1		60.0
5	2	6	1	1		80.0
6	2	8				100.0
7	3	5	1		1	80.0
8	2	7		1		90.0
9	1	5		3	1	60.0
10	1	4	2	3		50.0
11	1	4	1	3	1	50.0
12	2	4	1	2	1	60.0
13	2	7	1			90.0
14	1	5	1	3		60.0
15	1	7		2		80.0
16	2	5	1	2		70.0
17	3	7				100.0
18		6	3	1		60.0
19	2	8				100.0
20		9	1			90.0
21	3	7				100.0
22	5	5				100.0
23	4	6				100.0
24	4	6				100.0
25	3	7				100.0
26	2	6	1	1		80.0
30	7	2	1			90.0
31	7	3				100.0
32	3	7				100.0
33	5	5				100.0
TOTAL	79	173	20	24	4	84.0

TABLE XIII

GENERAL OPINION AND ATTITUDES OF OKLAHOMA HIGH SCHOOL PRINCIPALS TOWARD THE QUASI-SUPERVISORY ROLE BY DUTY CATEGORIES (SMALL SCHOOLS)

(N = 12)

Cagegories	No. of Items (N = 30)	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total Per Cent Agreeing
General Opinion	6	14	43	7	8		79.2
Planning	5	7	39	5	9		76.6
Administration	5	7	29	8	16		60.0
Supervision	5	2	42	10	6		73.3
Curriculum Development	5	3	37	7	13		66.6
Research	4	4	34	8	2		79.2
TOTAL	30	37	224	45	54	0	72.5
PER CENT	100.00	10.28	62.22	12.50	15.00	00.00	72.5

TABLE XIV

GENERAL OPINION AND ATTITUDES OF OKLAHOMA HIGH SCHOOL PRINCIPALS TOWARD THE QUASI-SUPERVISORY ROLE BY DUTY CATEGORIES (MEDIUM SCHOOLS)

(N = 42)

Cagegories	No. of Items (N = 30)	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total Per Cent Agreeing
General Opinion	6	76	132	19	21	4	82.5
Planning	5	46	124	12	26	2	81.0
Administration	5	28	124	17	39	2	72.4
Supervision	5	33	147	14	16		85.7
Curriculum Development	5	32	141	17	20		82.4
Research	4	58	88	11	11		86.9
TOTAL	30	273	756	90	133	8	81.66
PER CENT	100.00	21.7	60.0	7.10	10.6	00.6	81.66

TABLE XV

GENERAL OPINION AND ATTITUDES OF OKLAHOMA HIGH SCHOOL PRINCIPALS TOWARD THE QUASI-SUPERVISORY ROLE BY DUTY CATEGORIES (LARGE SCHOOLS)

(N = 10)

Categories	No. of Items (N = 30)	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total Per Cent Agreeing
General Opinion	6	15	36	6	3		85.0
Planning	5	8	25	4	10	3	66.0
Administration	5	8	28	4	9	1	72.0
Supervision	5	8	37	4	1		90.0
Curriculum Development	5	18	30	1	1		96.0
Research	4	22	17	1			97.5
TOTAL	30	79	173	20	24	4	84.0
PER CENT	100.0	26.3	57.7	6.7	8.0	1.3	84.0

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