THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

# OPINIONS OF SELECTED SUPERINTENDENTS CONCERNING SELECTED PRACTICES OF INSTRUCTIONAL SUPERVISION

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OPINIONS OF SELECTED SUPERINTENDENTS CONCERNING SELECTED PRACTICES OF INSTRUCTIONAL SUPERVISION

APPROVED BY

DISSERTATION COMMITTEE

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# OPINIONS OF SELECTED SUPERINTENDENTS CONCERNING SELECTED PRACTICES OF INSTRUCTIONAL SUPERVISION

## CHAPTER I

## INTRODUCTION

### Background and Need for the Study

#### Unique Function of Supervision

School administration is often envisioned as involving management, supervision, and control. Supervision serves as a unique medium of democratic leadership for the instructional program. Its ultimate goal is the improvement of the teaching-learning situation. Concerning the medium through which instructional supervision works, Burton and Brueckner write, "the persistence of earlier theory and practice of supervision until today is prima facie evidence that school leadership often is unaware of large bodies of available knowledge, or when aware of the knowledge, prefers instead a comfortable and comforting set of routines."[1]

It has not been without reason that the theory and

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[1]W. H. Burton and L. J. Brueckner, Supervision a Social Process (New York: Appleton-Century-Crofts, Inc., 1955), p. 7.

practice of the early twentieth century have continued to evidence themselves in our schools. Prior to the year 1930 rather wide emphasis was given to the study of supervision of instruction as it was then conceived. From 1930 until 1945 there was a significant absence of new research and thought in the literature treating supervision. This period of inactivity led, in part, to the perpetuation of supervision in an inspectorial context. Superintendents, cognizant for the most part of only the inspectorial concepts, geared the school's hierarchy of supervisory responsibility accordingly. Emergence of new concepts was overlooked in many earlier studies since they ranked so low in frequency tabulations of practices.

During and following World War II there emerged new concepts of instructional supervision. The advent of these concepts led to supervision being seen as a basic social process involving the participation of all affected by it. Hence, human relations came to be recognized as an important element in supervision of instruction. Bartky writes that "we also can be certain that teachers will measure children's behavior not according to the community's value system but with the measuring stick of their own mores."[1] If the foregoing is true, it is a reasonable assumption that the superintendent will be disposed in part to judge and guide the

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[1]J. A. Bartky, Supervision as Human Relations (Boston: D. C. Heath & Co., 1953), p. 64.

instructional program of the school in keeping with his mores.

New concepts of instructional supervision stand small chance of survival unless they are accepted and used in the schools. The superintendent, as chief supervisory officer for the school system, must engender those concepts which he feels will improve instruction.

Since the advent of these new concepts of supervision, there has not been a study to determine the opinions of superintendents of schools in Oklahoma concerning these concepts. It appears imperative that the extent of agreement with these concepts be ascertained from the chief supervisory officer of the school systems. The magnitude of importance placed on the superintendent's opinion might be seen in this statement by Bartky: "Whenever a superintendent selects a committee and instructs it to study a phase of the school program, he runs the chance of unconsciously initiating a series of supervisory activities . . ."[1]

It is felt that in the interest of improving supervisory practice, a study of current opinions of Oklahoma superintendents concerning their agreement with these new concepts would provide important data for the State Department of Education, voluntary professional organizations, practitioners of educational administration, students of educational administration, and those engaged in preparing educational

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[1] Ibid., p. 38.

administrators.

## Review of Related Studies

It would appear that research since 1943 has done little to establish clearly the status of new concepts of supervision. Otto and Petty write: "There are still too few studies to give a clear picture of present practices or to appraise present practices in the light of the existing philosophy of supervision and school administration."[1] New concepts of supervision in the literature since 1945 are largely supported by research from other disciplines. Wiles devotes an appendix to "Selected Significant Research" in supervision.[2] Among the research he selected, there is not a single study which specifically deals with instructional supervision. The research selected by Wiles has implications for instructional supervision; however, it has been drawn largely from experimentation in psychology and industrial management. The author has found no empirical data resulting from controlled experimentation with supervision in a natural school setting.

Among the studies reported in the literature since 1945 is that by Bail. His survey of teachers in summer school

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[1]H. J. Otto and M. C. Petty, "Supervisory Organization and Administration," Review of Educational Research, XIX (October, 1949), p. 334.

[2]K. Wiles, Supervision for Better Schools (New York: Prentice-Hall, Inc., 1955), pp. 363-79.

at Butler University in 1946 revealed that 56.3 per cent of the 460 teachers surveyed wanted "constructive criticism" from supervision. Twenty-six per cent wanted recommendations of new techniques and methods; 25 per cent, demonstration teaching; and 23.3 per cent, recommendations of materials and equipment. Of the teachers surveyed, 40 per cent received regular inspection only; 29 per cent, little supervision; 25 per cent, no supervision; and 4.3 per cent, democratic, helpful supervision.[1]

Shane's survey of thirty-five "educationally interesting" schools selected from various parts of the United States found that a "substantial minority" made use of flexible teacher-evaluation procedures.[2]

Antell surveyed what teachers say they need in supervision. Of the teachers surveyed, 86 per cent reported a need for a professional library; 81 per cent, services of a consultant or technical advisor; 74 per cent, demonstration lessons; 73 per cent, grade conferences to discuss common problems; 73 per cent, visits to an outstanding school; 70 per cent, participation in the formulation of school policies; 67 per cent, individual conferences with the supervisor; 67 per cent, intervisitation of teachers; 65 per cent, after

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[1]P. M. Bail, "Do Teachers Receive the Kind of Supervision They Desire?" Journal of Educational Research, XL (May, 1947), pp. 713-16.

[2]H. G. Shane, "Seven Types of Teacher Appraisal," The Nation's Schools, L (July, 1952), pp. 58-59.

school conferences with open discussion of problems; and 63 per cent, in-service courses or workshops.[1]

Silver's study at the University of Mississippi dealt with the status of supervisors of curriculum and instruction in nine southeastern states. The strongest complaint of those surveyed was lack of time for working directly with teachers. Of the supervisors reporting, 79.1 per cent indicated that they were directly responsible to the superintendent of schools. Only 7.8 per cent reported that they were responsible to a chief supervisor. Among the activities in which the reporting supervisors participated, 86.5 per cent indicated that individual conferences with teachers were frequently held, 12.8 per cent held them occasionally, and .7 per cent never held them. Eighty-one per cent frequently assisted teachers in selection and use of instructional materials; 17.7 per cent, occasionally; and .9 per cent, never. Those reporting ranked demonstration teaching and provision for a professional library seventeenth and twentieth respectively in a listing of twenty-six major responsibilities of the supervisor.[2] In the same listing, improvement of instruction, supplementing teaching materials, and in-service training

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[1]H. Antell, "Teachers Appraise Supervision," Journal of Educational Research, XXVIII (April, 1945), pp. 606-11.

[2]Teachers, according to Antell's study, regard the professional library and demonstration teaching as being among the more important services rendered through supervision. Ibid.

were ranked first, second, and third respectively. Silver found that of the types of difficulties and frictions encountered by supervisors, 49.1 per cent were administration-centered while only 9.6 per cent were staff-centered. Major administration-centered difficulties encountered in declining order of their importance were insufficient time for supervision, inadequate material, administrative detail, examination clerical work, distance between schools, insufficient supervisory personnel, serving too large an area, inadequate buildings and classrooms, lax attendance enforcement, school-community relationship, and inadequate channels of communications.[1]

Harman found in a study of twenty-four high schools that the responses of teachers conform largely with those of principals regarding concepts of supervision. Further, his study indicated that teachers favor supervision as being a cooperative educational service concerned with identifying and solving problems related to teaching and learning.[2]

Harman's study revealed that of those schools studied enrolling from 500 to 1000 pupils, principals visited the classroom 25 per cent of the time for the entire period to a

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[1]J. B. Silver, "Status of Supervisors of Curriculum and Instruction in Nine Southeastern States" (unpublished Ed.D. dissertation, University of Mississippi, 1956).

[2]A. C. Harman, "Principals' and Teachers' Concepts of Supervision," American School Board Journal, CXVII (September, 1948), pp. 33-34.

greater extent while principals in high schools enrolling less than 500 pupils visited to a greater extent for the entire period 50.1 per cent of the time.[1]

Weber studied the reaction of teachers toward in-service education in two groups of selected schools using varying techniques of in-service training. One group was characterized by its use of distinctly cooperative techniques; the other used techniques described as principal-centered, traditional, supervisory, and individualistic. It was found that the "most promising" techniques were those which gave the teachers a prominent role in policy making, planning, and conducting faculty meetings. Further, it was concluded that teachers, pupils, parents, and board members should deal cooperatively with the school's problems.[2]

Lauderbach sought to determine in what functions the elementary principal needed to improve and to establish a program for continuous growth through in-service training. Principals, it was found, agreed that they needed much improvement in utilizing cooperative, democratic procedures with the staff in planning, in building a contemporary educational philosophy for the school-community, and in giving

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[1]A. C. Harman, "Classroom Visitation as a Phase of Supervision," American School Board Journal, CXVIII (June, 1949), pp. 39-40.

[2]C. A. Weber, "Reactions of Teachers to In-Service Education in Their Schools," School Review, LI (April, 1943), pp. 234-40.

appropriate emphasis to the "educational direction" of the school. Supervision was cited by the principals as being the most difficult of their several functions.[1]

Lingren found that among twenty-two activities characteristic of many programs of in-service teacher education study groups, committee work, experimentation, faculty meetings on curricular problems, and summer workshops were rated as having greatest value.[2]

The foregoing studies suggest that the opinions of those supervising and those being supervised are somewhat at variance concerning needs in supervisory practice. More important, however, is the fact that the author has found no study concerning the extent to which superintendents agree with new concepts of instructional supervision.

The principal purpose of the present study is to determine the extent of agreement of selected superintendents concerning selected practices of instructional supervision. Further, an attempt will be made to determine what relationships, if any, exist between the opinions of superintendents and their lengths of service as superintendents, the number of teachers serving their school systems, their major fields

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[1]J. C. Lauderbach, "In-Service Training of Elementary Principals" (unpublished Ph.D. dissertation, University of California, Los Angeles, 1948).

[2]V. C. Lingren, "Criteria for the Evaluation of In-Service Activities in Teacher Education," Journal of Educational Research, XXXII (September, 1948), pp. 62-68.

in college, and the highest degrees they hold.

## The Problem

The aforementioned needs suggest the following problem:

> To what extent do selected superintendents agree or disagree in their opinions toward selected practices of instructional supervision and what are the implications of their agreement or disagreement?

The implications of opinions of superintendents will be more meaningful if the following is made evident:

> What relationships, if any, seem to exist between opinions of superintendents and: (1) their lengths of service as superintendents; (2) the number of teachers serving their school systems; (3) their major fields in college; and (4) the highest degrees they hold?

## Delimitation of the Problem

The study is based upon data received from the responses, only of superintendents of member school systems in the Oklahoma Commission on Educational Administration. These responses represent the extent of agreement of 99 superintendents concerning their opinions toward selected practices of instructional supervision.

While diverse areas of instructional supervision are important, the study is limited to those areas which are treated in the professional literature since 1945. The separate areas dealt with in the study are: (1) individual conferences, (2) classroom observations, (3) demonstration teaching, (4) professional faculty meetings on instruction,

(5) committees on instruction, (6) workshops on instruction, (7) instructional materials, and (8) evaluation of instruction. The number of items of practice pertaining to each area of instructional supervision vary since the literature does not place equal emphasis on each area of supervisory practice. It is believed that those practices included in the check sheet adequately cover the practices cited in the professional literature since 1945.

Since the instrument for the study was sent to the selected superintendents in February, 1957, these data represent opinions which existed at that time. It is believed that the four factors of status[1] of superintendents and their school systems will provide adequate data for a determination of the implications of these superintendents' opinions. Primarily, the concern of the study is to determine the extent of agreement or disagreement of superintendents with the selected practices. Hence, relatively less emphasis has been placed on establishing the status of superintendents and the status of their school systems.

## Definition of Terms

For the purpose of the study the following definitions are used:

"Superintendent" is used to designate that individual duly appointed as the chief administrator by the board of

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[1]See page 10

education of a school system holding membership in the Oklahoma Commission on Educational Administration.

"School System" is used to designate that system of public schools belonging to the Oklahoma Commission on Educational Administration.

"Opinion" is used to designate that extent of agreement as expressed on the instrument provided the respondent in the study. Opinion, as it is used in the study, differs from attitude in that opinion is a disposition which assumes no particular readiness to act. Attitude and opinion are not used synonymously in the study. Good cites an attitude as being "a state of mental and emotional readiness to react to situations, persons, or things in a manner in harmony with a habitual pattern of response previously conditioned to or associated with these stimuli."[1]

"Selected Practice" is used to designate that procedure of instructional supervision which is cited as desirable in two or more publications of educational literature or research since 1945.

"Instructional Supervision" is used to designate that function of administration which is specifically directed toward the improvement of the teaching-learning situation in the school through the use of techniques which encourage self-improvement among the staff through individual and group

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[1]C. V. Good, Dictionary of Education (New York: McGraw-Hill Book Co., Inc., 1945), p. 37.

activities.

"Membership in the Oklahoma Commission on Educational Administration" is used to designate payment of the appropriate fee to the Oklahoma Commission on Educational Administration.

## Nature and Sources of Data

There are three types and sources of data involved in the study, i.e., the selected practices of instructional supervision taken from the educational literature and research; the names and addresses of superintendents of member school systems in the Oklahoma Commission on Educational Administration taken from the official membership rolls of the Commission;[1] and the responses on the instrument used in the study tabulated from the returned instruments.

## Method of Research and Treatment of Data

### Method

Survey method was used in the study. Good, et al, indicate that "survey" refers to the gathering of data regarding current conditions.[2] A check sheet form of questionnaire was used as the instrument for the study to secure responses from the selected superintendents. Standard techniques

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[1]As reported by the Treasurer of the Oklahoma Commission on Educational Administration at the State Committee Meeting, February 7, 1957 (mimeographed).

[2]C. V. Good, A. S. Barr, and D. E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), p. 289.

of library research were employed in ascertaining the practices of instructional supervision which are cited as desirable in the literature since 1945. Further, these techniques of library research were used in identifying studies which bear relationship to the present research.

## The Practices

Statements of practice were developed through an analysis of approximately seventy-five pieces of professional educational literature and research published since 1945. A list of these references is found in the Bibliography.[1] The sixty-five practices derived from the literature were presented to selected professors of education, practicing superintendents, and students of educational administration to determine whether the language and intent were sufficiently clear. Statements which were found to have ambiguities in wording were modified. Since each statement of practice represented concepts of practice found in the literature, no practice was eliminated from those selected for use in the instrument for the study.

## The Check Sheet

The sixty-five practices of instructional supervision were arranged under appropriate headings. The headings used were patterned after those under which the practices frequently

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[1] See page 100.

appeared in the literature. By using this pattern, it was felt that the concepts found in the literature would be more nearly recreated in the check sheet. The first eleven practices on the check sheet were under the heading "individual conference;" twelve through eighteen, "classroom observation;" nineteen through thirty, "demonstration teaching;" thirty-one through forty-two, "professional faculty meetings on instruction;" forty-three through forty-nine, "committees on instruction;" fifty through fifty-six, "workshops on instruction;" fifty-seven through fifty-nine, "instructional materials;" and sixty through sixty-five, "evaluation of instruction."

Each respondent in the study was asked to indicate his degree of agreement with each item on the check sheet. Provision was made for the respondent to indicate his extent of agreement on a horizontal scale. The scale provided for four degrees of agreement with each item on the check sheet. The four degrees of agreement from which the respondent might select were (A) fully agree, (B) agree more than disagree, (C) disagree more than agree, and (D) fully disagree. The horizontal scale used in the study was arranged so that the opinions of each respondent might be expressed, in part, on a continuum rather than in dichotomized responses "agree" or "disagree." Each respondent was requested to indicate his opinion concerning each practice and to encircle the number to the left of those practices which he did not fully understand.

In addition to the items of practice, the check sheet was designed so that the status of both the responding superintendent and his school system could be ascertained. Each respondent was requested to indicate the number of teachers serving his school system, the number of years he had served as a superintendent, the highest degree he held, and his major field in college.

A preliminary form of the check sheet was reviewed by selected professors of school administration to determine whether the format of the instrument was appropriate for its intended use. A copy of the check sheet used in the study is included in the Appendix.[1]

## The Population

The names and addresses of superintendents of member school systems in the Oklahoma Commission on Educational Administration were obtained from the official membership rolls of the Commission.[2] The population which received the check sheet for the Study is shown in Table 1. It will be noted that superintendents of all member school systems in the Oklahoma Commission on Educational Administration received the instrument used in the study.

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[1]See page 108.

[2]Treasurer's Report of the Commission, op. cit.

TABLE 1

SCHOOL SYSTEMS BY COUNTIES BELONGING TO THE OKLAHOMA COMMISSION ON EDUCATIONAL ADMINISTRATION

| County | School System | County | School System |
|---|---|---|---|
| Adair | Stilwell | Garfield | Garber |
| Alfalfa | Lambert | Garvin | Lindsay |
| Beaver | Balko | | Pauls Valley |
| | Beaver | | Pernell |
| Beckham | Sayre | | Wynnewood |
| Blaine | Canton | Grady | Amber |
| | Fay | | Chickasha |
| Bryan | Colbert | | Cox City |
| | Durant | | Friend |
| Caddo | Alfalfa | | Minco |
| | Anadarko | | Pioneer |
| | Cyril | | Pocassett |
| | Hinton | | Rush Springs |
| Carter | Ardmore | Grant | Medford |
| | Healdton | | Pond Creek |
| | Wilson | Greer | Centralvue |
| Comanche | Cache | | Mangum |
| | Elgin | Harmon | Hollis |
| | Faxon | Harper | Buffalo |
| | Lawton | Haskell | Stigler |
| Canadian | El Reno | Hughes | Holdenville |
| Cimarron | Boise City | Jackson | Altus |
| Choctaw | Hugo | Kay | Blackwell |
| Cotton | Walters | | Ponca City |
| Craig | Ketchum | | Tonkawa |
| | Vinita | Kingfisher | Hennessey |
| | Welch | | Kingfisher |
| Creek | Drumright | | Okarche |
| | Mannford | Kiowa | Gotebo |
| | Oilton | | Lone Wolf |
| | Sapulpa | Latimer | Wilburton |
| Custer | Custer | LeFlore | Spiro |
| | Weatherford | Lincoln | Chandler |
| Delaware | Cleora | | Davenport |
| | Oaks | | Prague |
| Dewey | Seiling | | Stroud |
| Ellis | Arnett | | Tyron |
| | Fargo | Logan | Guthrie |
| | Gage | McClain | Purcell |

TABLE 1--Continued

| County | School System | County | School System |
|---|---|---|---|
| McIntosh | Checotah | Roger Mills | Berlin |
| | Eufaula | | Crawford |
| Mayes | Choteau | Rogers | Inola |
| Murray | Davis | Seminole | Seminole |
| Muskogee | Ft. Gibson | Stephens | Comanche |
| | Muskogee | | Duncan |
| Noble | Billings | | Velma Alma |
| Nowata | Nowata | Texas | Eureka |
| Oklahoma | Bethany | | Goodwell |
| | Choctaw | | Hardesty |
| | Crooked Oak | | Yarbrough |
| | Edmond | Tulsa | Bixby |
| | Midwest City | | Broken Arrow |
| | Oklahoma City | | Jenks |
| | Putnam City | | Keystone |
| Osage | Barnsdall | | Owasso |
| | Hominy | | Sand Springs |
| | Nelagoney | | Tulsa |
| | Pawhuska | Wagoner | Coweta |
| Ottawa | Commerce | Washington | Bartlesville |
| Pawnee | Pawnee | | Dewey |
| | Terlton | Washita | Canute |
| Payne | Cushing | | Colony |
| | Perkins | | Corn |
| | Ripley | | Lake Valley |
| | Stillwater | | Port |
| Pittsburg | McAlester | Woods | Alva |
| Pontotoc | Ada | Woodward | Mooreland |
| | | | Woodward |
| | | Totals 61 | 136 |

## Securing, Analyzing, and Organizing the Responses

Superintendents were requested to check only one of the four degrees of agreement and to encircle the number of those items which they did not fully understand. Through

this method of checking it was possible to determine, in part, those responses which reflected understanding of the practices.

The check sheet made no provision for the respondent to identify himself or his school system. The author's introductory letter stated that responses would be anonymous. It was felt that anonymity would encourage freedom in the expression of opinions.

The instrument for the study was mailed February 18, 1957, to 136 superintendents. This number included all chief administrative officers of school systems belonging to the Oklahoma Commission on Educational Administration. A stamped, addressed envelope was enclosed. Respondents were requested to complete the check sheet and return it on or before March 1, 1957, The covering letter for the instrument[1] informed superintendents of member school systems that the Oklahoma Commission on Educational Administration and its Special Committee on Improving Educational Programs had endorsed the present study and were sponsoring research involved in its completion.

Of the 136 check sheets mailed to superintendents, 99 or 72 per cent were returned.

The extent of agreement of superintendents with each of the eight areas of supervision dealt with in the check

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[1]See page 109.

sheet is shown through the use of tables relating the extent of agreement with the number of teachers serving the school system, the total number of years the chief administrative officer has been a superintendent, the highest degree he holds, and his major field in college. The following treatment is believed to be adequate for the factors of status since their use is only to establish possible implications for the opinions expressed by superintendents.

To establish the implications of status, the null hypothesis has been assumed that for each degree of agreement with the eight areas of supervisory practice, the superintendents' opinions are unrelated to each other. Thus, by calculation, a determination can be made as to agreement of these superintendents which could be attributed to chance. To calculate whether superintendents' opinions are related, Kendall's Coefficient of Concordance[1] was applied to data received on the returned questionnaires. A determination of the significance of concordance[2] was made through a separate

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[1]Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Co., Inc., 1956), p. 231. The formula used to test for concordance (W) is: $W = \frac{s}{\frac{1}{12}k^2(N^3-N)}$ where, s equals the sum of squares of the observed deviations from the mean of $R_j$, that is, s equals $\Sigma(R_j - \frac{R_j}{N})^2$; k equals the number of sets of rankings, e. g., the number of status sub-groups; N equals the number of areas of supervision ranked; $\frac{1}{12}k^2(N^3 - N)$ equals the maximum possible sum of the squares deviations, i. e., the sum s which would occur with perfect agreement among k rankings.

[2]Ibid., p. 236. The formula used to test the significance of concordance (W) is $\chi^2 = k(N-1)W$.

test. The significance of concordance was then interpreted through the Chi Square Table of Probability[1] to determine whether the null hypothesis should be accepted.

Following those tables showing superintendents' opinions in relation to their status and the status of their school systems, Chapter II will deal with each area of instructional supervision and with each item of practice contained in the several areas. The number of respondents and the per cent of the reporting population is shown for each of the four degrees of agreement for the sixty-five practices on the check sheet. Table headings in Chapter II correspond with those used on the check sheet to indicate the extent of expressed agreement. Chapter IV is composed of a general summary of the findings and conclusions which have been drawn.

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[1]Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Co., 1954), p. 428.

# CHAPTER II

## OPINIONS OF SUPERINTENDENTS TOWARD EIGHT AREAS OF INSTRUCTIONAL SUPERVISION ACCORDING TO NUMBER OF TEACHERS EMPLOYED, YEARS OF SERVICE, HIGHEST DEGREE HELD, AND MAJOR FIELD OF STUDY

The purpose of Chapter II is to show through tables the responses of superintendents participating in the study to eight areas of instructional supervision according to four factors of status of the responding superintendents and their school systems.

In section I of the instrument used in the study the author sought to establish: (1) the number of teachers serving the school system of which the respondent is chief administrative officer; (2) the total number of years the respondent has served as a superintendent of schools; (3) the highest academic degree held by the respondent; and (4) the major field of collegiate study of the respondent. Tables 2, 3, 4, and 5 show a breakdown of the population for the present study with regard to the four above listed factors. One respondent failed to complete Section I of the instrument. Hence, the status of the population is shown for only ninety-eight respondents.

TABLE 2

STATUS OF 98 OKLAHOMA SUPERINTENDENTS IN 1957 BY NUMBER OF TEACHERS SERVING THEIR SCHOOL SYSTEMS

| Number of Teachers in School System | Number and Percentage of Respondents | |
|---|---|---|
| | Number | Percentage |
| 1 - 10 | 17 | 17.3 |
| 11 - 30 | 32 | 32.7 |
| 31 - 75 | 34 | 34.7 |
| 76 - 150 | 9 | 9.2 |
| Above 150 | 6 | 6.1 |
| | Total 98 | 100.0 |

TABLE 3

STATUS OF 98 OKLAHOMA SUPERINTENDENTS IN 1957 BY TOTAL YEARS OF SERVICE AS SUPERINTENDENTS OF SCHOOLS

| Years of Service as Superintendents | Number and Percentage of Respondents | |
|---|---|---|
| | Number | Percentage |
| 0 - 3 | 22 | 22.4 |
| 4 - 8 | 21 | 21.4 |
| 9 - 14 | 20 | 20.4 |
| 15 - 20 | 18 | 18.4 |
| Above 20 | 17 | 17.4 |
| | Total 98 | 100.0 |

TABLE 4

STATUS OF 98 OKLAHOMA SUPERINTENDENTS IN 1957 BY THEIR HIGHEST DEGREE HELD

| Degrees Held | Number and Percentage of Respondents | |
|---|---|---|
| | Number | Percentage |
| Master's | 95 | 97.0 |
| Doctor's | 3 | 3.0 |
| | Total 98 | 100.0 |

TABLE 5

STATUS OF 98 OKLAHOMA SUPERINTENDENTS IN 1957 BY THEIR MAJOR GRADUATE FIELDS IN COLLEGE

| Major Fields | Number and Percentage of Respondents | |
|---|---|---|
| | Number | Percentage |
| School Administration | 50 | 51.0 |
| Natural and Physical Science or Mathematics | 21 | 21.4 |
| Social Science | 14 | 14.3 |
| History or English | 13 | 13.3 |
| | Total 98 | 100.0 |

The following might bear noting concerning the status of the population. Sixty-seven per cent of the respondents administer school systems employing from 11 to 75 teachers. Approximately the same number of respondents are represented in each group of length of service. Ninety-seven per cent

reported they hold the master's degree and three per cent the doctor's degree. Half the respondents report their major field as being school administration while the remainder are in subject matter fields.

The following sixteen tables have been designed to show, in four degrees, the percentage of agreement of superintendents with eight areas of instructional supervision. The tables are arranged to deal with those factors of status found in Tables 2, 3, 4, and 5. The percentage in the body of the table represents the total number of actual responses for each degree of agreement divided by the total number of possible responses for the area of instructional supervision. Correction has been made for omissions in the respondents' check sheets. The possible responses are the multiple of the number of superintendents in each status grouping times the number of separate items in each of the eight areas of instructional supervision. To account for expressed agreements or disagreements which would be represented by a per cent of less than 1, 1 per cent has been used in the tables. The composites for each table indicate by percentage the expressed opinions of superintendents in that status group with all eight areas of instructional supervision.

Following each group of tables concerned with a factor of status dealt with in the present study, a determination is shown as to the possibility of expressed opinions being the result of chance. Too, brief explanatory comments concerning

the dispersion of expressed opinions in the tables are made.

In the eight areas of instructional supervisory practice treated there are eleven practices pertaining to the individual conference; seven practices, concerned with classroom observation; twelve practices, of demonstration teaching; twelve practices, involved in professional faculty meetings on instruction; seven practices, pertaining to committees on instruction; seven practices, concerned with workshops on instruction; three practices, involved with instructional materials; and six practices, pertaining to evaluation of instruction.

Tables six, seven, eight, nine, and ten deal with expressed opinions of superintendents according to the number of teachers serving the school systems of the responding superintendents.

Opinions of superintendents, grouped according to the number of teachers serving each school system, were found to be statistically significant. In each of the four degrees of agreement for this status factor, the probability of the population disagreeing with those opinions expressed is less than 1 per cent.[1] This indicates that less than 1 per cent of the responses are attributable to chance when grouped by this factor of status.

Tables 6 through 10 reveal that opinions expressing

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[1]See page 20.

TABLE 6

EXTENT TO WHICH RESPONSES OF 17 SUPERINTENDENTS IN SCHOOL SYSTEMS IN OKLAHOMA HAVING FROM 1 - 10 TEACHERS IN 1957 AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 187 | 187 | 64 | 30 | 4 | 2 |
| Classroom Observation | 119 | 118 | 62 | 24 | 10 | 4 |
| Demonstration Teaching | 204 | 204 | 70 | 21 | 7 | 2 |
| Professional Faculty Meetings on Instruction | 204 | 204 | 72 | 22 | 5 | 1 |
| Committees on Instruction | 119 | 119 | 72 | 23 | 4 | 1 |
| Workshops on Instruction | 119 | 119 | 84 | 13 | 2 | 1 |
| Instructional Materials | 51 | 51 | 80 | 18 | 2 | 0 |
| Evaluation of Instruction | 102 | 96 | 72 | 22 | 3 | 3 |
| Composite for Eight Areas | 1105 | 1098 | 71 | 22 | 5 | 2 |

TABLE 7

EXTENT TO WHICH RESPONSES OF 32 SUPERINTENDENTS IN SCHOOL SYSTEMS IN OKLAHOMA HAVING FROM 11 - 30 TEACHERS IN 1957 AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 352 | 352 | 70 | 22 | 3 | 5 |
| Classroom Observation | 224 | 220 | 59 | 30 | 6 | 5 |
| Demonstration Teaching | 384 | 384 | 75 | 18 | 5 | 2 |
| Professional Faculty Meetings on Instruction | 384 | 384 | 77 | 19 | 2 | 2 |
| Committees on Instruction | 224 | 224 | 79 | 18 | 3 | 0 |
| Workshops on Instruction | 224 | 224 | 78 | 19 | 3 | 0 |
| Instructional Materials | 96 | 96 | 89 | 10 | 1 | 0 |
| Evaluation of Instruction | 192 | 191 | 83 | 13 | 3 | 1 |
| Composite for Eight Areas | 2080 | 2075 | 75 | 20 | 3 | 2 |

TABLE 8

EXTENT TO WHICH RESPONSES OF 34 SUPERINTENDENTS IN SCHOOL SYSTEMS IN OKLAHOMA HAVING FROM 31 - 75 TEACHERS IN 1957 AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 374 | 374 | 66 | 29 | 4 | 1 |
| Classroom Observation | 238 | 238 | 57 | 35 | 7 | 1 |
| Demonstration Teaching | 408 | 406 | 68 | 25 | 6 | 1 |
| Professional Faculty Meetings on Instruction | 408 | 405 | 64 | 29 | 6 | 1 |
| Committees on Instruction | 238 | 238 | 65 | 34 | 1 | 0 |
| Workshops on Instruction | 238 | 237 | 77 | 21 | 2 | 0 |
| Instructional Materials | 102 | 102 | 81 | 19 | 0 | 0 |
| Evaluation of Instruction | 204 | 203 | 72 | 25 | 3 | 0 |
| Composite for Eight Areas | 2210 | 2203 | 68 | 28 | 3 | 1 |

TABLE 9

EXTENT TO WHICH RESPONSES OF 9 SUPERINTENDENTS IN SCHOOL SYSTEMS IN OKLAHOMA HAVING FROM 76 - 150 TEACHERS IN 1957 AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 99 | 97 | 77 | 21 | 2 | 0 |
| Classroom Observation | 63 | 63 | 73 | 22 | 5 | 0 |
| Demonstration Teaching | 108 | 108 | 69 | 26 | 4 | 1 |
| Professional Faculty Meetings on Instruction | 108 | 108 | 70 | 26 | 4 | 0 |
| Committees on Instruction | 63 | 63 | 87 | 11 | 2 | 0 |
| Workshops on Instruction | 63 | 63 | 83 | 17 | 0 | 0 |
| Instructional Materials | 27 | 27 | 85 | 15 | 0 | 0 |
| Evaluation of Instruction | 54 | 54 | 91 | 9 | 0 | 0 |
| Composite for Eight Areas | 585 | 583 | 77 | 20 | 2 | 1 |

TABLE 10

EXTENT TO WHICH RESPONSES OF 6 SUPERINTENDENTS IN SCHOOL SYSTEMS IN OKLAHOMA HAVING MORE THAN 150 TEACHERS IN 1957 AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 66 | 66 | 39 | 56 | 5 | 0 |
| Classroom Observation | 42 | 42 | 43 | 45 | 10 | 2 |
| Demonstration Teaching | 72 | 72 | 51 | 44 | 5 | 0 |
| Professional Faculty Meetings on Instruction | 72 | 72 | 35 | 55 | 10 | 0 |
| Committees on Instruction | 42 | 42 | 50 | 45 | 5 | 0 |
| Workshops on Instruction | 42 | 42 | 64 | 36 | 0 | 0 |
| Instructional Materials | 18 | 18 | 78 | 22 | 0 | 0 |
| Evaluation of Instruction | 36 | 36 | 61 | 36 | 3 | 0 |
| Composite for Eight Areas | 390 | 390 | 49 | 46 | 4 | 1 |

"disagree more than agree" and "fully agree" are inversely proportional to the number of teachers serving the respondent's school system. Superintendents of school systems having more than 150 teachers expressed less full agreement than did superintendents of school systems employing fewer teachers. The percentage of responses of "agree more than disagree" was higher for superintendents of school systems employing more than 150 teachers while superintendents of school systems employing fewer teachers expressed more opinions of "fully agree" than "agree more than disagree." Opinions of superintendents of school systems having 1 - 10 teachers ranged from 62 to 84 per cent in full agreement in responses to the eight areas of instructional supervision while superintendents' opinions of full agreement ranged from 35 to 78 per cent for school systems employing above 150 teachers.

Tables 7 through 10 show in the composite for all eight areas of supervisory practice that the first two degrees of agreement, "fully agree" and "agree more than disagree", comprise ninety-five or more per cent of the responses of superintendents. The composite of Table 6 indicates that the first two degrees of agreement constitute ninety-three per cent of the responses.

Superintendents' opinions, grouped according to the number of years of service as chief administrative officers, were found to be significantly related. In each of the four degrees of agreement for this status factor, the probability

TABLE 11

EXTENT TO WHICH RESPONSES OF 22 SUPERINTENDENTS IN OKLAHOMA SCHOOL SYSTEMS HAVING FROM 0 - 3 YEARS SERVICE TO 1957 AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 242 | 242 | 67 | 26 | 4 | 3 |
| Classroom Observation | 154 | 153 | 59 | 27 | 9 | 5 |
| Demonstration Teaching | 264 | 264 | 68 | 24 | 5 | 3 |
| Professional Faculty Meetings on Instruction | 264 | 264 | 66 | 26 | 6 | 2 |
| Committees on Instruction | 154 | 154 | 71 | 22 | 4 | 3 |
| Workshops on Instruction | 154 | 154 | 69 | 25 | 3 | 3 |
| Instructional Materials | 66 | 66 | 74 | 15 | 11 | 0 |
| Evaluation of Instruction | 132 | 125 | 67 | 19 | 9 | 5 |
| Composite for Eight Areas | 1394 | 1386 | 68 | 24 | 5 | 3 |

TABLE 12

EXTENT TO WHICH RESPONSES OF 21 SUPERINTENDENTS IN OKLAHOMA SCHOOL SYSTEMS HAVING FROM 4 - 8 YEARS SERVICE TO 1957 AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 231 | 231 | 68 | 30 | 1 | 1 |
| Classroom Observation | 147 | 147 | 69 | 29 | 1 | 1 |
| Demonstration Teaching | 252 | 252 | 76 | 22 | 1 | 1 |
| Professional Faculty Meetings on Instruction | 252 | 252 | 74 | 24 | 1 | 1 |
| Committees on Instruction | 147 | 147 | 73 | 26 | 1 | 0 |
| Workshops on Instruction | 147 | 147 | 76 | 22 | 2 | 0 |
| Instructional Materials | 63 | 63 | 90 | 10 | 0 | 0 |
| Evaluation of Instruction | 126 | 126 | 81 | 18 | 0 | 1 |
| Composite for Eight Areas | 1365 | 1365 | 73 | 23 | 3 | 1 |

TABLE 13

EXTENT TO WHICH RESPONSES OF 20 SUPERINTENDENTS IN OKLAHOMA SCHOOL SYSTEMS HAVING FROM 9 - 14 YEARS SERVICE TO 1957 AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 220 | 220 | 69 | 25 | 4 | 2 |
| Classroom Observation | 140 | 140 | 58 | 32 | 9 | 1 |
| Demonstration Teaching | 240 | 239 | 71 | 21 | 7 | 1 |
| Professional Faculty Meetings on Instruction | 240 | 239 | 72 | 23 | 4 | 1 |
| Committees on Instruction | 140 | 140 | 69 | 29 | 2 | 0 |
| Workshops on Instruction | 140 | 139 | 84 | 15 | 1 | 0 |
| Instructional Materials | 60 | 60 | 92 | 7 | 1 | 0 |
| Evaluation of Instruction | 120 | 120 | 76 | 21 | 3 | 0 |
| Composite for Eight Areas | 1300 | 1297 | 72 | 23 | 4 | 1 |

TABLE 14

EXTENT TO WHICH RESPONSES OF 18 SUPERINTENDENTS IN OKLAHOMA SCHOOL SYSTEMS HAVING FROM 15 - 20 YEARS SERVICE TO 1957 AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 198 | 197 | 68 | 27 | 5 | 0 |
| Classroom Observation | 126 | 125 | 56 | 35 | 7 | 2 |
| Demonstration Teaching | 216 | 216 | 71 | 24 | 4 | 1 |
| Professional Faculty Meetings on Instruction | 216 | 214 | 69 | 25 | 4 | 2 |
| Committees on Instruction | 126 | 126 | 71 | 28 | 1 | 0 |
| Workshops on Instruction | 126 | 126 | 79 | 21 | 0 | 0 |
| Instructional Materials | 54 | 54 | 81 | 19 | 0 | 0 |
| Evaluation of Instruction | 108 | 108 | 76 | 20 | 4 | 0 |
| Composite for Eight Areas | 1170 | 1166 | 71 | 25 | 3 | 1 |

TABLE 15

EXTENT TO WHICH RESPONSES OF 17 SUPERINTENDENTS IN OKLAHOMA SCHOOL SYSTEMS HAVING MORE THAN 20 YEARS SERVICE TO 1957 AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 187 | 187 | 63 | 31 | 5 | 1 |
| Classroom Observation | 119 | 116 | 55 | 36 | 6 | 3 |
| Demonstration Teaching | 204 | 203 | 63 | 27 | 7 | 3 |
| Professional Faculty Meetings on Instruction | 204 | 204 | 62 | 34 | 4 | 0 |
| Committees on Instruction | 119 | 119 | 74 | 23 | 3 | 0 |
| Workshops on Instruction | 119 | 119 | 84 | 16 | 0 | 0 |
| Instructional Materials | 51 | 51 | 78 | 22 | 0 | 0 |
| Evaluation of Instruction | 102 | 101 | 81 | 18 | 1 | 0 |
| Composite for Eight Areas | 1105 | 1100 | 68 | 27 | 4 | 1 |

of the population disagreeing with those opinions expressed is less than 1 per cent.[1] Therefore, less than 1 per cent of the responses are attributable to chance when grouped by this status factor.

Superintendents having from 0 - 3 years service responded in full agreement from 59 to 71 per cent for a range of 12 per cent while superintendents having more than 20 years of service reported in full agreement from 55 to 84 per cent for all practices--a range of 29 per cent. Fullest agreement among superintendents of varying lengths of service was with practices pertaining to instructional materials; however, respondents with over 20 years of service ranked practices involving instructional materials third among the eight areas with regard to full agreement. Eleven per cent of the responses of superintendents having from 0 - 3 years of service reported "disagree more than agree" with practices pertaining to instructional materials while, for the same group, no responses of "fully disagree" were reported. Superintendents of varying lengths of service responded with more "disagree more than agree" opinions to practices of classroom observation than on any other single area of supervisory practice.

Superintendents' opinions reported in "fully agree" and "agree more than disagree" comprise 92 or more per cent of all the responses in Tables 11 through 15.

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[1]See page 20.

TABLE 16

EXTENT TO WHICH RESPONSES OF 95 SUPERINTENDENTS IN OKLAHOMA HAVING THE MASTER'S DEGREE IN 1957 AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 1045 | 1044 | 67 | 27 | 4 | 2 |
| Classroom Observation | 665 | 660 | 60 | 31 | 6 | 3 |
| Demonstration Teaching | 1140 | 1138 | 70 | 18 | 5 | 7 |
| Professional Faculty Meetings on Instruction | 1140 | 1137 | 69 | 25 | 4 | 2 |
| Committees on Instruction | 665 | 665 | 72 | 25 | 3 | 0 |
| Workshops on Instruction | 665 | 664 | 78 | 19 | 2 | 1 |
| Instructional Materials | 285 | 285 | 84 | 15 | 1 | 0 |
| Evaluation of Instruction | 570 | 562 | 78 | 19 | 2 | 1 |
| Composite for Eight Areas | 6175 | 6155 | 71 | 23 | 4 | 2 |

TABLE 17

EXTENT TO WHICH RESPONSES OF 3 SUPERINTENDENTS IN OKLAHOMA HAVING THE DOCTOR'S DEGREE IN 1957 AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 33 | 33 | 39 | 45 | 16 | 0 |
| Classroom Observation | 21 | 21 | 38 | 29 | 33 | 0 |
| Demonstration Teaching | 36 | 36 | 61 | 31 | 8 | 0 |
| Professional Faculty Meetings on Instruction | 36 | 36 | 42 | 53 | 5 | 0 |
| Committees on Instruction | 21 | 21 | 57 | 33 | 10 | 0 |
| Workshops on Instruction | 21 | 21 | 71 | 29 | 0 | 0 |
| Instructional Materials | 9 | 9 | 67 | 22 | 11 | 0 |
| Evaluation of Instruction | 18 | 18 | 33 | 44 | 23 | 0 |
| Composite for Eight Areas | 195 | 195 | 50 | 38 | 12 | 0 |

Superintendents' opinions, grouped according to the highest degree held, were found to be insignificantly related. In each of the four degrees of agreement for this status factor, the probability of the population disagreeing with those opinions expressed is more than 30 per cent.[1] Therefore, 30 or more per cent of the responses are attributable to chance when grouped by this status factor.

Superintendents having the master's degree indicate "fully agree" responses from 60 to 84 per cent for a range of 14 per cent while superintendents having the doctor's degree report "fully agree" responses from 33 to 71 per cent for all areas of supervisory practice--a range of 38 per cent. Thirty-three per cent of the responses of superintendents holding the doctor's degree indicated "disagree more than agree" toward practices involved in classroom observation and 23 per cent "disagree more than agree" concerning practices related to the evaluation of instruction. No respondent holding the doctor's degree reported "fully disagree" with any practice in the eight areas of instructional supervision dealt with in the study. Superintendents holding the master's degree reported 7 per cent "fully disagree" with practices related to demonstration teaching and 84 per cent "fully agree" with practices involving instructional materials. Composite percentages for "agree more than disagree" and

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[1]See page 20.

"disagree more than agree" show that respondents having the master's degree report 27 per cent of their expressed opinions in these two degrees while respondents having the doctor's degree express 50 per cent of their opinions in these two degrees. Superintendents' opinions reported in "fully agree" and "agree more than disagree" comprise 94 per cent of the responses for Table 16 and 88 per cent of the responses for Table 17.

Superintendents' opinions, grouped according to major fields of study in college, were found to be significantly related. In each of the four degrees of agreement for this status factor, the probability of the population disagreeing with those opinions expressed is less than 1 per cent.[1] Hence, less than 1 per cent of the responses are attributable to chance when grouped by this status factor.

Superintendents reporting their major fields as being school administration responded 84 per cent "fully agree" to practices related to instructional materials while these same superintendents reported 59 per cent "fully agree" concerning practices of classroom observation. Classroom observation in Tables 18 through 21 drew the largest percentage of responses of "disagree more than agree" and "fully disagree." Practices of instructional supervision involving the use of instructional materials showed the largest percentage of

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[1]See page 20.

TABLE 18

EXTENT TO WHICH RESPONSES OF 50 SUPERINTENDENTS IN OKLAHOMA IN 1957 WHOSE MAJOR FIELDS IN COLLEGE WERE SCHOOL ADMINISTRATION AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 550 | 550 | 68 | 28 | 3 | 1 |
| Classroom Observation | 350 | 345 | 59 | 31 | 6 | 4 |
| Demonstration Teaching | 600 | 600 | 66 | 26 | 5 | 3 |
| Professional Faculty Meetings on Instruction | 600 | 598 | 65 | 28 | 5 | 2 |
| Committees on Instruction | 350 | 350 | 68 | 28 | 4 | 0 |
| Workshops on Instruction | 350 | 349 | 77 | 20 | 3 | 0 |
| Instructional Materials | 150 | 150 | 84 | 16 | 0 | 0 |
| Evaluation of Instruction | 300 | 299 | 78 | 18 | 4 | 0 |
| Composite for Eight Areas | 3250 | 3241 | 69 | 26 | 4 | 1 |

TABLE 19

EXTENT TO WHICH RESPONSES OF 21 SUPERINTENDENTS IN OKLAHOMA IN 1957 WHOSE MAJOR FIELDS IN COLLEGE WERE BIOLOGY, PHYSICS, CHEMISTRY OR MATHEMATICS AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 231 | 230 | 66 | 27 | 4 | 3 |
| Classroom Observation | 147 | 147 | 55 | 34 | 6 | 5 |
| Demonstration Teaching | 252 | 252 | 75 | 20 | 4 | 1 |
| Professional Faculty Meetings on Instruction | 252 | 252 | 68 | 28 | 2 | 2 |
| Committees on Instruction | 147 | 147 | 74 | 25 | 1 | 0 |
| Workshops on Instruction | 147 | 147 | 71 | 26 | 2 | 1 |
| Instructional Materials | 63 | 63 | 80 | 19 | 1 | 0 |
| Evaluation of Instruction | 126 | 125 | 73 | 25 | 1 | 1 |
| Composite for Eight Areas | 1365 | 1363 | 70 | 26 | 3 | 1 |

TABLE 20

EXTENT TO WHICH RESPONSES OF 14 SUPERINTENDENTS IN OKLAHOMA IN 1957 WHOSE MAJOR FIELDS IN COLLEGE WERE AMONG THE SOCIAL SCIENCES AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 154 | 154 | 68 | 26 | 5 | 1 |
| Classroom Observation | 98 | 98 | 59 | 29 | 9 | 3 |
| Demonstration Teaching | 168 | 168 | 76 | 16 | 6 | 2 |
| Professional Faculty Meetings on Instruction | 168 | 168 | 80 | 17 | 2 | 1 |
| Committees on Instruction | 98 | 98 | 81 | 18 | 1 | 0 |
| Workshops on Instruction | 98 | 98 | 84 | 14 | 2 | 0 |
| Instructional Materials | 42 | 42 | 85 | 12 | 3 | 0 |
| Evaluation of Instruction | 84 | 84 | 72 | 23 | 5 | 0 |
| Composite for Eight Areas | 910 | 910 | 75 | 20 | 4 | 1 |

TABLE 21

EXTENT TO WHICH RESPONSES OF 13 SUPERINTENDENTS IN OKLAHOMA IN 1957 WHOSE MAJOR FIELDS IN COLLEGE WERE ENGLISH OR HISTORY AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION

| Areas of Instructional Supervision | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Individual Conference | 143 | 143 | 66 | 27 | 6 | 1 |
| Classroom Observation | 91 | 91 | 65 | 26 | 8 | 1 |
| Demonstration Teaching | 156 | 154 | 68 | 23 | 8 | 1 |
| Professional Faculty Meetings on Instruction | 156 | 155 | 70 | 21 | 8 | 1 |
| Committees on Instruction | 91 | 91 | 69 | 24 | 5 | 2 |
| Workshops on Instruction | 91 | 91 | 86 | 13 | 1 | 0 |
| Instructional Materials | 39 | 39 | 87 | 13 | 0 | 0 |
| Evaluation of Instruction | 78 | 72 | 78 | 14 | 8 | 0 |
| Composite for Eight Areas | 845 | 836 | 72 | 21 | 6 | 1 |

"fully agree" of reporting superintendents regardless of their major fields.

Superintendents reporting their major fields as being English or history reported 8 per cent of their responses as "disagree more than agree" for practices relating to classroom observation, demonstration teaching, and evaluation of instruction while reporting 86 and 87 per cent "fully agree" toward practices of workshops on instruction and instructional materials respectively. Superintendents' opinions reported in "fully agree" and "agree more than disagree" comprise 93 or more per cent of all the responses in Tables 18 through 21.

Table 22 depicts the composite responses according to four factors of status for the eight areas of instructional supervision dealt with in the study. The most responses of "fully agree" were reported from superintendents who administer school systems employing from 76 to 150 teachers; who have served as a superintendent of schools for from 4 to 8 years; who hold the master's degree; and whose major fields were among the social sciences. The largest number of responses of "disagree more than agree" were reported from superintendents who administer school systems employing from 1 to 10 teachers; who have served as a superintendent of schools from 0 to 3 years; who hold the doctor's degree; and whose major fields were English or history. The responses of "fully disagree" appear to be relatively constant for all

TABLE 22

EXTENT TO WHICH RESPONSES OF 98 SUPERINTENDENTS IN OKLAHOMA IN 1957 AGREE WITH EIGHT AREAS OF INSTRUCTIONAL SUPERVISION ACCORDING TO NUMBER OF TEACHERS SERVING THE SCHOOL SYSTEM, YEARS OF SERVICE OF THE SUPERINTENDENT, HIGHEST DEGREE HELD, AND MAJOR FIELD OF STUDY

| Four Factors of Status by Sub Groups | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| Number of Teachers Serving the School System | | | | | | |
| 1 - 10 | 1105 | 1098 | 71 | 22 | 5 | 2 |
| 11 - 30 | 2080 | 2075 | 75 | 20 | 3 | 2 |
| 31 - 75 | 2210 | 2203 | 68 | 28 | 3 | 1 |
| 76 - 150 | 585 | 584 | 77 | 20 | 2 | 1 |
| Above 150 | 390 | 390 | 49 | 46 | 4 | 1 |
| Years of Service of the Superintendent | | | | | | |
| 0 - 3 | 1394 | 1386 | 68 | 24 | 5 | 3 |
| 4 - 8 | 1365 | 1365 | 73 | 23 | 3 | 1 |
| 9 - 14 | 1300 | 1297 | 72 | 23 | 4 | 1 |
| 15 - 20 | 1170 | 1166 | 71 | 25 | 3 | 1 |
| Above 20 | 1105 | 1100 | 68 | 27 | 4 | 1 |

TABLE 22--Continued

| Four Factors of Status by Sub Groups | Responses | | Percentage of Responses for Each Degree of Agreement | | | |
|---|---|---|---|---|---|---|
| | Possible | Actual | Fully Agree | Agree More than Disagree | Disagree More than Agree | Fully Disagree |
| **Highest Degree Held** | | | | | | |
| Master's | 6175 | 6155 | 71 | 23 | 4 | 2 |
| Doctor's | 195 | 195 | 50 | 38 | 12 | 0 |
| **Major Field of Study** | | | | | | |
| School Administration | 3250 | 3241 | 69 | 26 | 4 | 1 |
| Biology, Physics, Chemistry, or Mathematics | 1365 | 1363 | 70 | 26 | 3 | 1 |
| Social Sciences | 910 | 910 | 75 | 20 | 4 | 1 |
| English or History | 845 | 836 | 72 | 21 | 6 | 1 |

factors of status and comprise, for the most part, one or less per cent of the responses of superintendents. Superintendents' opinions of "fully agree" and "agree more than disagree" comprise more than 90 per cent of all the responses for each of the sub-groups of the four factors of status.

Chapter III deals with the responses of 99 superintendents to sixty-five practices of instructional supervision. Wherein there are implications of the data assembled in Chapter II, these data will be cited in comparison with those percentages of agreement expressed by the superintendents toward individual practices in each of the eight areas of instructional supervision treated in the present study.

# CHAPTER III

## OPINIONS OF 99 SUPERINTENDENTS CONCERNING SIXTY-FIVE PRACTICES OF INSTRUCTIONAL SUPERVISION

Chapter III shows the responses of superintendents with regard to their expressed opinions toward each of the sixty-five practices treated.

Tables 23 through 31 bring into focus the expressed opinions of superintendents participating in the study. Utilization of the data presented in Chapter II further clarifies the implications of these opinions. Following each table, a descriptive presentation relates what appear to be important elements contained within the table as well as their relationship to data contained within other tables.

Table headings which have been used in Tables 6 through 22 have been replaced by symbols. The tables in this chapter show also the items in the check sheet which were reported as being misunderstood and the number of times misunderstanding was reported concerning each. The following legend explains the symbols used in the headings of Tables 23 through 31:

M - Number of respondents reporting they MISUNDERSTOOD the practice
P - Number of POSSIBLE responses to each practice
A - Number of ACTUAL responses to each practice
FA - Percentage of responses which reported "FULLY AGREE"
AM - Percentage of responses which reported "AGREE MORE THAN DISAGREE"
DM - Percentage of responses which reported "DISAGREE MORE THAN AGREE"
FD - Percentage of responses which reported "FULLY DISAGREE"

Table 23 reveals the expressed opinions of superintendents concerning practices pertaining to the individual conference. Superintendents' opinions indicate frequent agreement with practices pertaining to the individual conference which include private and informal meetings, not comparing one teacher with another, and that the ultimate objective of the conference should be the improvement of the teaching-learning situation. Table 23 indicates that superintendents disagree most frequently with practices 6 and 8, avoiding the comparison of one teacher with another and to the holding of a conference both before and after the supervisor makes an observational visit to the classroom. There were frequent responses both of "fully agree" and "fully disagree" with practice 8. There were no responses of "disagree more than agree" or "fully disagree" to practices 1, 4, and 5 pertaining to the goals of the conference, informality, and teacher analysis of problems. Practices 6 and 8, though being most frequently disagreed with, represented only 4 per cent of the responses to any one practice. Seventy-six per cent of the responses indicated full agreement with practice 3. This

TABLE 23

EXTENT TO WHICH 99 SUPERINTENDENTS IN OKLAHOMA IN 1957 EXPRESS AGREEMENT WITH ELEVEN PRACTICES RELATING TO THE INDIVIDUAL CONFERENCE AS A DEVICE OF SUPERVISION AND THE NUMBER REPORTING MISUNDERSTANDING OF EACH STATEMENT

| Individual Conference Practices | M* | P* | A* | FA* | AM* | DM* | FD* |
|---|---|---|---|---|---|---|---|
| 1. The ultimate objective of a conference between the supervisor and teacher should be the improvement of the teaching-learning situation. | 0 | 99 | 99 | 87 | 13 | 0 | 0 |
| 2. The supervisor should make himself available for conferences with staff members during and after the hours that classes are being conducted. | 0 | 99 | 99 | 78 | 21 | 0 | 1 |
| 3. Both the supervisor and the teacher should prepare for the conference. | 0 | 99 | 99 | 76 | 20 | 4 | 0 |
| 4. The conference should be held in a private and informal atmosphere where each may discuss as equals the problem at hand. | 0 | 99 | 99 | 91 | 9 | 0 | 0 |
| 5. The teacher should be led to analyze his own problem rather than the supervisor handing down a decision. | 0 | 99 | 98 | 79 | 21 | 0 | 0 |
| 6. A conference should precede and follow the supervisor's observational visit to the classroom. | 0 | 99 | 99 | 37 | 51 | 8 | 4 |

TABLE 23--Continued

| Individual Conference Practices | M | P | A | FA | AM | DM | FD |
|---|---|---|---|---|---|---|---|
| 7. In evaluating a situation, both the teacher and the supervisor should use the same criteria. | 1 | 99 | 99 | 59 | 35 | 4 | 2 |
| 8. The comparing of one teacher with another should have no place in the individual conference. | 0 | 99 | 99 | 81 | 13 | 2 | 4 |
| 9. The conference should be concluded with definite statements concerning decisions made and plans for further action. | 0 | 99 | 99 | 57 | 36 | 4 | 3 |
| 10. A copy of the report of the individual conference should be given the staff member involved. | 1 | 99 | 99 | 45 | 41 | 12 | 2 |
| 11. Individual conferences often are necessary and should be held with all members of the staff. | 0 | 99 | 99 | 49 | 42 | 8 | 1 |
| Composite for Eleven Practices | 2 | 1089 | 1088 | 67 | 27 | 4 | 2 |

*See page 52 for meaning of symbols.

practice involves the need for both teacher and supervisor to prepare for the conference. However, only 59 per cent of the responses indicated full agreement with practice 7 wherein both the teacher and supervisor use the same criteria in evaluating a situation. Opinions of superintendents appear to be inconsistent in that they agree less frequently with a practice fundamental to one with which they express frequent full agreement.

While 77 per cent of the responses were in full agreement pertaining to the individual conference from superintendents of school systems employing from 76 to 150 teachers, only 39 per cent of such agreement was expressed by superintendents of school systems employing over 150 teachers. It would appear, from this, that opinions differ in relation to size of school. The range of full agreement among superintendents with varying lengths of service was small, 63 to 69 per cent. Similarly, little variation was noted in relation to degrees held or major fields in college.

Table 24 reports the expressed agreement of superintendents with practices relating to classroom observation. Respondents expressed a high percentage of full agreement to practices 13 and 14. These practices pertain to insuring that the teacher understand the purpose of the classroom observation and that the supervisor not interrupt the class upon entering the room for observation. Respondents expressed fewer opinions of "fully agree" toward practices where the

TABLE 24

EXTENT TO WHICH 99 SUPERINTENDENTS IN OKLAHOMA IN 1957 EXPRESS AGREEMENT WITH SEVEN PRACTICES RELATING TO THE CLASSROOM OBSERVATION AS A DEVICE OF SUPERVISION AND THE NUMBER REPORTING MISUNDERSTANDING OF EACH STATEMENT

| Classroom Observation Practices | M* | P* | A* | FA* | AM* | DM* | FD* |
|---|---|---|---|---|---|---|---|
| 12. The primary purpose of the classroom visitation should be the observation of the teaching-learning situation. | 0 | 99 | 98 | 76 | 22 | 2 | 0 |
| 13. The supervisor should insure that the classroom teacher understands the purpose of the observation. | 0 | 99 | 99 | 85 | 13 | 2 | 0 |
| 14. When the supervisor enters the classroom to observe, he should not interrupt the teacher or the activities taking place in the room. | 0 | 99 | 99 | 88 | 11 | 0 | 1 |
| 15. The supervisor, in making an observation, should be able to see the faces of the pupils and of the teacher. | 0 | 99 | 97 | 23 | 57 | 16 | 4 |
| 16. The supervisor should plan to observe a class until the teacher completes the lesson or until there is a change in classes. | 0 | 99 | 97 | 55 | 38 | 5 | 2 |
| 17. Following the observation, a record should be made by the supervisor and a copy given to the teacher. | 0 | 99 | 99 | 39 | 40 | 17 | 4 |
| 18. When the supervisor observes the teacher's introduction of a unit of work, he should attempt to revisit the teacher, especially when that unit of work is being concluded. | 0 | 99 | 99 | 49 | 38 | 8 | 5 |
| Composite for Seven Practices | 0 | 693 | 688 | 59 | 31 | 7 | 3 |

*See page 52 for meaning of symbols.

supervisor so situates himself that he can see the faces of both teacher and pupils and to where the supervisor provides a report of the observation for the teacher. The preceding two practices and practice 18, observation at both the beginning and end of a unit, received the highest percentages of responses of "fully disagree" though these responses represented 5 or less per cent of total responses for the practice. No superintendent reported a practice as being misunderstood among those relating to classroom observation. It would appear that 20 and 21 per cent of the responses of partial together with full disagreement with practices 15 and 17 respectively indicate considerable disagreement of the respondents toward the necessity of seeing the faces of the teacher and the pupils as well as providing the teacher a copy of the report of the observation. Among the seven practices related to classroom observation, only practices 12 and 13 dealing with the primary purpose of the observation and to the teachers' understanding of its purpose received no responses of "fully disagree."

Superintendents, regardless of their status and the status of their school systems, were consistent in reporting more responses of "disagree more than agree" to practices of classroom observation than to any other area of practice. Superintendents of school systems employing from 76 to 150 teachers; having from 4 to 8 years service; holding the master's degree; and having majored in English or history

TABLE 25

EXTENT TO WHICH 99 SUPERINTENDENTS IN OKLAHOMA IN 1957 EXPRESS AGREEMENT WITH TWELVE PRACTICES RELATING TO DEMONSTRATION TEACHING AS A DEVICE OF SUPERVISION AND THE NUMBER REPORTING MISUNDERSTANDING OF EACH STATEMENT

| Demonstration Teaching Practices | M* | P* | A* | FA* | AM* | DM* | FD* |
|---|---|---|---|---|---|---|---|
| 19. The supervisor should use demonstration teaching in seeking to improve instruction in the classroom. | 3 | 99 | 99 | 25 | 42 | 23 | 10 |
| 20. The school should assume the costs involved when a teacher visits another school for an arranged observation. | 0 | 99 | 99 | 75 | 20 | 3 | 2 |
| 21. A regular day's salary should be paid the teacher who leaves the school for an arranged observation. | 0 | 99 | 98 | 94 | 6 | 0 | 0 |
| 22. Released time for teachers should be made available so that they can observe other teachers in their own and other schools. | 0 | 99 | 99 | 70 | 28 | 2 | 0 |
| 23. The supervisor should inform the teacher who is to be observed, how many visitors he will have, when they will arrive, and what they wish to see. | 1 | 99 | 99 | 74 | 17 | 7 | 2 |
| 24. Teachers who are to observe demonstration teaching should be briefed before the demonstration and have ample opportunity to discuss the purposes of the demonstration. | 2 | 99 | 98 | 74 | 24 | 2 | 0 |

TABLE 25--Continued

| Demonstration Teaching Practices | M | P | A | FA | AM | DM | FD |
|---|---|---|---|---|---|---|---|
| 25. Demonstration teaching should not be conducted by experienced teachers alone but might well utilize the abilities of new staff members. | 0 | 99 | 99 | 52 | 38 | 10 | 0 |
| 26. In demonstration teaching, the supervisor should utilize his own teachers and those from other schools who possess unique abilities or are especially able in presenting certain types of instruction. | 1 | 99 | 99 | 75 | 22 | 2 | 1 |
| 27. Demonstration teaching should be held in a classroom setting which exists as a typical part of the school day. | 0 | 99 | 99 | 86 | 12 | 2 | 0 |
| 28. A demonstration should be seen as a presentation of new or different methods, not as the only or best way to instruct in the classroom. | 2 | 99 | 99 | 75 | 20 | 3 | 2 |
| 29. Observing teachers should be provided an opportunity to meet with the teachers they have observed so that they can ask questions and react to the observation. | 0 | 99 | 99 | 89 | 10 | 1 | 0 |
| 30. Teachers who have visited another classroom should present their observations to the entire staff so that all can profit from the experience. | 0 | 99 | 99 | 49 | 39 | 7 | 5 |
| Composite for Twelve Practices | 9 | 1188 | 1186 | 70 | 23 | 5 | 2 |

*See page 52 for meaning of symbols.

reported more responses of "fully agree" with classroom observation practices than were reported for any other combination of factors. No other patterns of consistency were indicated.

Table 25 shows superintendents' expressed opinions concerning practices pertaining to demonstration teaching. Although superintendents indicated they misunderstood the statements of practices related to demonstration teaching more frequently than any other area of supervisory practice, only nine responses of misunderstanding were reported for these twelve practices. Table 25 reveals that most frequent disagreement and least frequent agreement of respondents was with practice 19 involving the use of demonstration teaching to improve instruction in the classroom. Most frequent full agreement was expressed regarding practices of paying a teacher's salary while he leaves the school for observation and using demonstration teaching in a typical classroom setting. However, less frequent full agreement was expressed toward practices 30 and 25. These practices pertain to reviewing an observation with the entire faculty and the use of both experienced and new teachers in conducting demonstration teaching. These patterns of responses would seem to indicate inconsistencies in agreement. This can be seen where, in Table 25, 94 per cent of the responses express full agreement concerning paying the regular salary of a teacher making an observation; however, only 75 per cent of the responses express full agreement concerning the school assuming costs involved

in the teacher's observation. Further inconsistency can be noted in the extent of full agreement expressed with practices 25 and 26.

Tables 6 through 10 indicate that superintendents of school systems employing less than 30 teachers agreed more fully with practices of demonstration teaching than did superintendents of school systems employing more than 30 teachers. Little variation is noted in expressed opinions as related to lengths of service of the superintendent, degrees held, and major fields in college.

Table 26 deals with expressed opinions concerning practices pertaining to professional faculty meetings on instruction. Eight misunderstandings were reported with statements of practices in this area. Full agreement ranged from 92 per cent with practice 40 to 47 per cent with practice 42. Hence, respondents agreed most that ample time should be permitted for discussion before voting while full agreement was least frequent concerning the inviting of patrons and students to attend and participate in faculty meetings. Most frequent full disagreement was expressed with practice 31 wherein the faculty meeting should be held, whenever possible, during the hours of the regular school day. Both practices 31 and 42 elicited frequent responses of disagreement. Excepting the two above mentioned practices, responses of "fully agree" and "agree more than disagree", when taken together, comprise 90 or more per cent of the expressed opinions. There appear to

TABLE 26

EXTENT TO WHICH 99 SUPERINTENDENTS IN OKLAHOMA IN 1957 EXPRESS AGREEMENT WITH TWELVE PRACTICES RELATING TO PROFESSIONAL FACULTY MEETINGS ON INSTRUCTION AS A DEVICE OF SUPERVISION AND THE NUMBER REPORTING MISUNDERSTANDING OF EACH STATEMENT

| Professional Faculty Meetings on Instruction Practices | M* | P* | A* | FA* | AM* | DM* | FD* |
|---|---|---|---|---|---|---|---|
| 31. Whenever possible, the faculty meeting should be held during the hours of the regular school day. | 1 | 99 | 99 | 51 | 31 | 13 | 5 |
| 32. Comfortable, adult size furniture and provision for refreshments should exist where the faculty meeting is to be held. | 0 | 99 | 99 | 70 | 25 | 4 | 1 |
| 33. Topics for discussion in the faculty meeting should be determined by staff members as well as the supervisor. | 0 | 99 | 99 | 84 | 15 | 1 | 0 |
| 34. An agenda for the faculty meeting should be distributed among the teachers before the meeting. | 0 | 99 | 98 | 62 | 34 | 4 | 0 |
| 35. Announcements and other matters of business which can be duplicated and distributed among the staff should not be permitted to take up time in the faculty meeting. | 0 | 99 | 99 | 69 | 26 | 4 | 1 |
| 36. A definite time to recess the faculty meeting should be arrived at before the meeting starts. | 0 | 99 | 99 | 64 | 29 | 5 | 2 |
| 37. Leadership in the faculty meeting should be shared by the several members of the staff. | 2 | 99 | 99 | 72 | 26 | 2 | 0 |

TABLE 26--Continued

| Professional Faculty Meetings on Instruction Practices | M | P | A | FA | AM | DM | FD |
|---|---|---|---|---|---|---|---|
| 38. Faculty meetings should provide an opportunity for all in attendance to discuss and share in the decisions made. | 0 | 99 | 99 | 83 | 16 | 1 | 0 |
| 39. Leadership in the faculty meeting should arise from individuals who have contributions to make toward the solving of problems. | 4 | 99 | 99 | 63 | 36 | 1 | 0 |
| 40. Ample opportunity should be provided for discussion before a question is put to vote. | 0 | 99 | 99 | 92 | 8 | 0 | 0 |
| 41. Wise decisions are usually those which have been arrived at through a consensus of opinion. | 1 | 99 | 98 | 73 | 24 | 3 | 0 |
| 42. Patrons and students should, at times, be invited to attend and participate in faculty meetings. | 0 | 99 | 98 | 47 | 36 | 15 | 2 |
| Composite for Twelve Practices | 8 | 1188 | 1185 | 69 | 26 | 4 | 1 |

*See page 52 for meaning of symbols.

be no conspicuous inconsistencies in the opinions of superintendents with regard to professional faculty meetings on instruction. However, it is noted that of all the opinions expressed, 72 per cent were "fully agree" concerning the advisability of sharing leadership in the meeting among the several members of the staff. At the same time, only 63 per cent averred full agreement concerning the use of leadership in the meeting where it emerges from individuals who have contributions to make toward the solving of problems.

Superintendents of school systems employing more than 150 teachers expressed the least frequent full agreement with practices pertaining to the professional faculty meeting. Respondents with less than 3 or more than 20 years of service expressed least frequent full agreement as did those holding the doctor's degree and those having majored in school administration.

Table 27 reports the agreement of superintendents with practices of supervision relating to committees on instruction. The only expression of full disagreement was with practice 45 and this was but 2 per cent of the total responses. The range of responses of "fully agree" was from 47 per cent with practice 45 to 91 per cent with practice 48. Hence, most frequent full agreement was expressed wherein final recommendations of a committee should reflect the judgement of the group, not only that of the leader or a dominant member. Further, least frequent full agreement was expressed

TABLE 27

EXTENT TO WHICH 99 SUPERINTENDENTS IN OKLAHOMA IN 1957 EXPRESS AGREEMENT WITH SEVEN PRACTICES RELATING TO COMMITTEES ON INSTRUCTION AS A DEVICE OF SUPERVISION AND THE NUMBER REPORTING MISUNDERSTANDING OF EACH STATEMENT

| | Committees on Instruction Practices | M* | P* | A* | FA* | AM* | DM* | FD* |
|---|---|---|---|---|---|---|---|---|
| 43. | Teachers should participate in the selection of committee members to serve on committees whose action will affect the teachers. | 0 | 99 | 99 | 76 | 22 | 2 | 0 |
| 44. | Members of a committee should represent both those "for" and those "against" a proposal. | 1 | 99 | 99 | 73 | 27 | 0 | 0 |
| 45. | Efforts should be made to release teachers from certain regular obligations in the school so that they can better function as committee members. | 0 | 99 | 99 | 47 | 43 | 8 | 2 |
| 46. | Committees should recommend a course of action to be taken by the staff. | 1 | 99 | 99 | 58 | 40 | 2 | 0 |
| 47. | Committee recommendations should be taken into account with sincerity by those who must make final decisions. | 0 | 99 | 99 | 88 | 10 | 2 | 0 |
| 48. | Final recommendations of a committee should reflect the judgement of the group, not only that of the leader or a dominant member. | 0 | 99 | 99 | 91 | 9 | 0 | 0 |
| 49. | The supervisor should not impose his decision over that of a committee which has been given the authority and responsibility to recommend a course of action. | 0 | 99 | 99 | 72 | 27 | 1 | 0 |
| | Composite for Seven Practices | 2 | 693 | 693 | 72 | 25 | 2 | 1 |

*See page 52 for meaning of symbols.

toward releasing teachers from certain regular obligations in the school so that they can better function as committee members. It might be noted that while frequent full agreement is expressed with committee recommendations reflecting the judgement of the group, only 72 per cent of the responses indicate full agreement with practice 49 related to the supervisor not imposing his decision over that of a committee which has been given the authority and responsibility to recommend a course of action. This inconsistency might be further substantiated by the 73 per cent of opinions expressed in full agreement with practice 44 wherein a committee should represent both those "for" and those "against" a proposal. With all practices concerning committees on instruction, 90 or more per cent of the responses reported were expressed as "fully agree" and "agree more than disagree."

Most frequent full agreement was reported with practices pertaining to committees on instruction by superintendents of school systems employing 76 to 150 teachers, having over 20 years of service, holding the master's degree, and having majored among the social sciences. Least frequent full agreement was expressed by those employing over 150 teachers, having 9 to 14 years of service, holding the doctor's degree, and having majored in school administration.

Table 28 reports the agreement of superintendents with practices of supervision relating to workshops on instruction. The only expression of full disagreement was with

TABLE 28

EXTENT TO WHICH 99 SUPERINTENDENTS IN OKLAHOMA IN 1957 EXPRESS AGREEMENT WITH SEVEN PRACTICES RELATING TO WORKSHOPS ON INSTRUCTION AS A DEVICE OF SUPERVISION AND THE NUMBER REPORTING MISUNDERSTANDING OF EACH STATEMENT

| Workshops on Instruction Practice | M* | P* | A* | FA* | AM* | DM* | FD* |
|---|---|---|---|---|---|---|---|
| 50. An effective workshop in instructional problems should lead to improved practices in the classroom | 0 | 99 | 99 | 92 | 8 | 0 | 0 |
| 51. The theme of the workshop should emerge from existing needs of the faculty and the school. | 0 | 99 | 99 | 91 | 9 | 0 | 0 |
| 52. Teachers should take an active and participating role in the designing and planning of the workshop. | 0 | 99 | 99 | 90 | 9 | 1 | 0 |
| 53. Compulsory attendance at a workshop is unnecessary when there has been proper planning. | 1 | 99 | 98 | 23 | 68 | 8 | 1 |
| 54. The workshop consultant should provide ways and means, not solutions for the problems of workshop participants. | 0 | 99 | 99 | 76 | 23 | 1 | 0 |
| 55. Participants in a workshop should be given the opportunity to see the results of their combined efforts so that they can evaluate this work. | 0 | 99 | 99 | 91 | 9 | 0 | 0 |
| 56. Often an excellent workshop can be held within a school system utilizing the talents and abilities of those who serve on the teaching staff. | 0 | 99 | 99 | 86 | 13 | 1 | 0 |
| Composite for Seven Practices | 1 | 693 | 692 | 78 | 20 | 1 | 1 |

* See page 52 for meaning of symbols.

practice 53 and this was but 1 per cent of the total responses. This practice, pertaining to compulsory attendance at workshops being unnecessary when there has been proper planning, was fully agreed with by only 23 per cent of the respondents, the least frequent expression of "fully agree." Responses of full agreement ranged from 23 per cent to 92 per cent. Four practices, 50 through 52 and 55, elicited 90 or more per cent full agreement. Less frequent full agreement was expressed concerning the workshop consultant's providing ways and means, not solutions for the problems of workshop participants. Responses of "fully agree" and "agree more than disagree", when taken together, comprise 91 or more per cent of the expressed opinions. There was no expression of "disagree more than agree" or "fully disagree" with practices 50, 51, and 55. These practices involved the workshop leading to improved practices in the classroom; the theme of the workshop emerging from existing needs of the faculty and the school; and the desirability of participants seeing the results of their combined efforts so that they can evaluate this work.

Superintendents, according to their status and the status of their school systems, varied 20 or less per cent in their responses of "fully agree" to practices concerning workshops on instruction. The most frequent expression of full agreement with these practices was made by respondents whose school systems employ less than 10 or 76 to 150 teachers.

TABLE 29

EXTENT TO WHICH 99 SUPERINTENDENTS IN OKLAHOMA IN 1957 EXPRESS AGREEMENT WITH THREE PRACTICES RELATING TO INSTRUCTIONAL MATERIALS AS A DEVICE OF SUPERVISION AND THE NUMBER REPORTING MISUNDERSTANDING OF EACH STATEMENT

| Instructional Materials Practices | M* | P* | A* | FA* | AM* | DM* | FD* |
|---|---|---|---|---|---|---|---|
| 57. Instructional materials should be selected and used in relation to the educational program they are to serve. | 0 | 99 | 99 | 94 | 6 | 0 | 0 |
| 58. Teachers, with the cooperation of the supervisor, should establish criteria for the selection of instructional materials. | 1 | 99 | 99 | 85 | 15 | 0 | 0 |
| 59. The supervisor should circulate among the faculty a variety of instructional materials so that its effectiveness in the classroom can be evaluated. | 3 | 99 | 99 | 73 | 26 | 1 | 0 |
| Composite for Three Practices | 4 | 297 | 297 | 84 | 15 | 1 | 0 |

*See page 52 for meaning of symbols.

Further, the most frequent full agreement was expressed by those having 9 to 14 or over 20 years of service; holding the master's degree; and having majored among the social sciences or in English or history.

Table 29 deals with the agreement of superintendents with practices of supervision relating to instructional materials. It would appear that misunderstanding of the statements of practice bears a relationship to the extent of agreement since the most frequent full agreement was with practice 57 and the least frequent with practice 59. Practice 57 was misunderstood by no respondent while practice 59 was midunderstood by three. One might note that there were no responses of full disagreement with the three practices and only a 1 per cent response of "disagree more than agree" with practice 59. Predominantly, superintendents expressed agreement with the principle pervading the use of instructional materials in the school. Their disagreement appears to be centered around those methods which are employed in seeking the best use of the materials. Opinions of "fully agree" and "agree more than disagree", when taken together, comprise 99 or more per cent of the responses.

Superintendents, according to their status and the status of their school systems varied 17 or less per cent in their responses of full agreement to practices concerned with instructional materials. Superintendents of school systems employing from 11 to 30 and from 76 to 150 teachers expressed

the most frequent full agreement. Superintendents of school systems employing over 150 teachers expressed the least frequent full agreement with these three practices. Respondents having from 4 to 20 years of service expressed the most frequent full agreement while those having less than 3 or more than 20 years of service expressed the least frequent full agreement. Those having the master's degree expressed more frequent full agreement than did those holding the doctor's degree. Those having majored in English or history expressed the most frequent full agreement while those majoring in biology, physics, chemistry, or mathematics expressed the least frequent full agreement.

Table 30 reports the agreement of superintendents with practices of supervision relating to the evaluation of instruction. The range of responses of "fully agree" was from 90 per cent with practice 64 to 68 per cent with practice 62. Practice 64 pertains to the advisability of encouraging the technique of self-evaluation among teachers while practice 62 is concerned with evaluation being in terms of situations which exist in the school and the contributions each staff member makes to these situations. There were no responses of either "disagree more than agree" or "fully disagree" to practice 64. Responses of full disagreement were expressed only with practices 61 and 65. In each of these two practices the responses of full disagreement represented only 1 per cent of the total responses. Responses of "fully agree" and "agree

TABLE 30

EXTENT TO WHICH 99 SUPERINTENDENTS IN OKLAHOMA in 1957 EXPRESS AGREEMENT WITH SIX PRACTICES RELATING TO EVALUATION OF INSTRUCTION AS A DEVICE OF SUPERVISION AND THE NUMBER REPORTING MISUNDERSTANDING OF EACH STATEMENT

| Evaluation of Instruction Practices | M* | P* | A* | FA* | AM* | DM* | FD* |
|---|---|---|---|---|---|---|---|
| 60. The supervisor should provide for a continuous evaluation of the teaching-learning situation in the school. | 0 | 99 | 98 | 86 | 12 | 2 | 0 |
| 61. Concise statements of objectives for the school are necessary if there is to be a valid evaluation of instruction in the school. | 0 | 99 | 98 | 76 | 21 | 2 | 1 |
| 62. Evaluation should be in terms of situations which exist in the school and the contributions each staff member makes to these situations. | 2 | 99 | 97 | 68 | 30 | 2 | 0 |
| 63. The criteria used in evaluation should be developed cooperatively utilizing the thinking of pupils, staff, patrons, and administrators. | 1 | 99 | 98 | 70 | 26 | 4 | 0 |
| 64. The technique of self-evaluation should be encouraged among teachers. | 0 | 99 | 98 | 90 | 10 | 0 | 0 |
| 65. Evaluation of instruction should provide an opportunity for the teacher to evaluate his own work and the efforts of those with whom he works. | 0 | 99 | 97 | 75 | 22 | 2 | 1 |
| Composite for Six Practices | 3 | 594 | 586 | 77 | 20 | 2 | 1 |

*See page 52 for meaning of symbols.

more than disagree", when taken together, comprise 96 or more per cent of the expressed opinions. It might be noted that while 86 per cent of the responses expressed full agreement concerning the supervisor providing for continuous evaluation, only 76 per cent of the respondents expressed full agreement concerning the necessity of having concise statements of objectives for the school if there is to be a valid evaluation of instruction. Further, only 70 per cent agreed fully that pupils, staff, patrons, and administrators should cooperatively develop the criteria to be used in evaluation.

Most frequent full agreement with practices related to evaluation of instruction were expressed by superintendents of school systems employing from 76 to 150 teachers, having from 4 to 8 or over 20 years of service, holding the master's degree, and having majored in school administration or in English or history.

Table 31 presents a composite of the expressed opinions of superintendents with eight areas of instructional supervision. It might be noted that only 29 misunderstandings were reported by the 99 respondents with the 65 statements of practice. Hence, it would appear that expressed opinions represent a predominant understanding of the statements of practices. Practices pertaining to instructional materials, workshops on instruction, and evaluation of instruction, in that order, were most frequently fully agreed with while those with which there was least frequent full agreement were

TABLE 31

EXTENT TO WHICH 99 SUPERINTENDENTS IN OKLAHOMA IN 1957 EXPRESS AGREEMENT WITH PRACTICES IN EIGHT AREAS OF INSTRUCTIONAL SUPERVISION AND THE NUMBER REPORTING MISUNDERSTANDING IN EACH AREA

| Areas of Instructional Supervision | M* | P* | A* | FA* | AM* | DM* | FD* |
|---|---|---|---|---|---|---|---|
| Individual Conference | 2 | 1089 | 1088 | 67 | 27 | 4 | 2 |
| Classroom Observation | 0 | 693 | 688 | 59 | 31 | 7 | 3 |
| Demonstration Teaching | 9 | 1188 | 1186 | 70 | 23 | 5 | 2 |
| Professional Faculty Meetings on Instruction | 8 | 1188 | 1185 | 69 | 26 | 4 | 1 |
| Committees on Instruction | 2 | 693 | 693 | 72 | 25 | 2 | 1 |
| Workshops on Instruction | 1 | 693 | 692 | 78 | 20 | 1 | 1 |
| Instructional Materials | 4 | 297 | 297 | 84 | 15 | 1 | 0 |
| Evaluation of Instruction | 3 | 594 | 586 | 77 | 20 | 2 | 1 |
| Composite for Eight Areas | 29 | 6435 | 6415 | 71 | 25 | 3 | 1 |

*See page 52 for meaning of symbols.

classroom observation. Further, the most frequent full disagreement was with classroom observation practices though it was only 3 per cent of the responses. No full disagreement was expressed concerning practices pertaining to instructional materials. When taken together, responses of "fully agree" and "agree more than disagree" comprise 90 or more per cent of the expressed opinions with each of the eight areas of supervision.

Responses of 99 superintendents were typified by those expressed opinions of superintendents of school systems employing 10 or less teachers. Typical, too, were the responses of those having 15 to 20 years of service, holding the master's degree, and having majored in biology, physics, chemistry, mathematics, English or history. Respondents expressing the most frequent full agreement were superintendents of school systems employing 76 to 150 teachers. Too, most frequent full agreement was expressed by those having from 4 to 8 years of service, holding the master's degree, and having majored among the social sciences. Least frequent full agreement was expressed by those whose school systems employed over 150 teachers, having 3 or less or over 20 years of service, holding the doctor's degree, and having majored in school administration.

# CHAPTER IV

# SUMMARY AND CONCLUSIONS

## Summary

### Purpose and Design of the Study

The purpose of the study was to discover:

> To what extent do selected superintendents agree or disagree in their opinions toward selected practices of instructional supervision and what are the implications of their agreement or disagreement?

It was assumed that the implications of these opinions would be more meaningful if the following were made evident:

> What relationships, if any, seem to exist between opinions of superintendents and: (1) the number of teachers serving their school systems; (2) their lengths of service as superintendents; (3) the highest degrees they hold; and (4) their major fields in college?

The design of the study sought to establish the expressed opinions of superintendents and four factors of their status and the status of their school systems.

Educational literature and research since 1945 was surveyed in an attempt to discover those practices of instructional supervision which appeared twice or more. These statements of practices were reviewed by professors of education, superintendents, and students of school administration to

determine whether the language and intent were sufficiently clear. Following a refinement of the statements, a check sheet containing 65 statements of practices was prepared. The check sheet provided for the expression of opinion in four degrees of agreement: "fully agree," "agree more than disagree," "disagree more than agree," and "fully disagree." Further, provisions were made for the respondent to indicate the number of teachers employed by the school system of which he was chief administrative officer, his length of service, his highest degree held, and his major field in college. It was felt that expressed opinions together with these four factors of status would facilitate identification of whatever implications might exist among the expressed agreements with practices of instructional supervision.

The check sheet was mailed to 136 superintendents, all chief administrative officers of school systems belonging to the Oklahoma Commission on Educational Administration. Ninety-nine or 72 per cent of the superintendents responded and all check sheets were used in the study. Responses were grouped according to number of teachers serving the school system, years of service of the superintendents, their highest degrees held, and major fields of study in college. Tables were then constructed to show the expressed agreement of respondents according to the several factors of status. Further, Kendall's coefficient of concordance was applied to these data to determine the probability of those opinions

expressed being the result of chance. Tables dealing with expressed opinions according to status factors revealed the percentage of responses in each degree of agreement with the eight areas of instructional supervision included in the study. Following those tables, the 65 practices of instructional supervision were presented showing the frequency of statements of practices being misunderstood and the extent of agreement of the 99 superintendents with each of the practices.

Each table in Chapters II and III shows composite percentages for the data presented. At the conclusion of each of these chapters, a table of composites focused attention upon expressed opinion dealt with in the body of the chapter. Since the instrument for the study was mailed during February, 1957, and the responses received during March of that same year, the opinions expressed represented only those which existed during that period.

## Findings

### Status of Respondents and Their School Systems

Number of Teachers Serving the School System. Since one respondent did not indicate his status or the status of his school system, comparison of opinions with status is for only 98 of the 99 superintendents participating in the study. School systems, grouped according to the number of teachers employed, were classified in five sizes. The respondents

were predominantly superintendents of school systems employing 31 to 75 teachers; second were those employing 11 to 30 teachers; and followed by those employing 1 to 10 teachers, 76 to 150, and above 150 in that order. Hence, it can be seen that the larger proportion of respondents were administrators of school systems employing between 11 and 75 teachers.

Years of Service of Superintendents. Length of service as a chief administrative officer was rather equally divided among the five groups of length of service established for the study. Twenty-two superintendents had served from 0 to 3 years; 21, from 4 to 8 years; 20, from 9 to 14 years; 18, from 15 to 20 years; and 17, above 20 years. Thus, it would appear that superintendents according to lengths of service are equitably represented in the study.

Highest Degrees Held by Superintendents. Of the respondents reporting their status, 95 held the master's degree while 3 held the doctor's degree. No superintendent reported his highest degree held as being less than the master's degree.

Major Fields in College of Superintendents. Fifty of the superintendents participating in the study reported their major fields as being school administration; 21, having majored in biology, physics, chemistry, or mathematics; 14, among the social sciences; and 13, in English or history. Therefore, over half the respondents had majors in the field of school

administration while the remainder were distributed among three other fields.

Composite of Status. Thus, the majority of the 98 superintendents indicating status administered school systems employing from 11 to 75 teachers. Their lengths of service varied from 0 to over 20 years but were equitably distributed among those participating in the study. The majority held the master's degree and had majored in school administration.

## Relationship of Four Factors of Status and Expressed Agreement of Superintendents with Eight Areas of Instructional Supervision

Number of Teachers and Eight Areas of Supervision. Superintendents expressed full agreement ranging from 35 to 91 per cent with eight areas of supervision when their responses were grouped according to the number of teachers serving their school systems. Chief administrators of school systems employing from 76 to 150 teachers expressed the most frequent full agreement with practices pertaining to individual conferences, classroom observation, committees on instruction, and evaluation of instruction. Respondents whose school systems employed from 11 to 30 teachers expressed the most frequent full agreement with practices concerned with demonstration teaching, professional faculty meetings on instruction, and instructional materials. Respondents whose school systems employed from 1 to 10 teachers most frequently agreed with practices pertaining to workshops on instruction.

Each of the eight areas of instructional supervision

was responded to with least frequent full agreement by superintendents of school systems employing above 150 teachers. The largest disparity in the percentage of responses expressing full agreement, 42 per cent, was with professional faculty meetings on instruction. The least disparity in expression of full agreement was with instructional materials wherein only 12 per cent difference was noted between those expressing the most and least frequent full agreement. It was determined that only once in one hundred times would the expressed opinions of this population be attributable to chance. It should be noted, however, that expressed opinions of "fully agree" and "agree more than disagree," when taken together, comprise 86 or more per cent of the responses grouped by this factor of status.

Years of Service and Eight Areas of Supervision. Superintendents expressed full agreement ranging from 62 to 92 per cent with eight areas of supervision when their responses were grouped according to the number of years they had served as chief administrative officers of school systems. Respondents having from 4 to 8 years of service expressed the most frequent full agreement with practices concerned with classroom observation, demonstration teaching, and professional faculty meetings on instruction. Further, those having 4 to 8 years of service shared with those having had above 20 years of service the most frequent expression of full agreement with practices pertaining to evaluation of

instruction. Respondents having from 9 to 14 years of service expressed the most frequent full agreement with practices concerned with individual conferences, instructional materials, and shared most frequent expression of full agreement toward practices pertaining to workshops on instruction with those having served over 20 years. Those having served over 20 years expressed the most frequent full agreement with practices pertaining to committees on instruction.

Least frequent full agreement was expressed toward practices pertaining to individual conferences, classroom observation, demonstration teaching, and professional faculty meetings on instruction by superintendents having served over 20 years. Least frequent full agreement was expressed concerning practices relating to committees on instruction by those having served from 9 to 14 years. Those having served from 0 to 3 years as a superintendent expressed the least frequent full agreement with practices pertaining to workshops on instruction, instructional materials, and evaluation of instruction.

No large disparities were noted among percentages of the most and least frequent full agreement with the eight areas of supervision. However, there was a difference of 18 per cent in the extent of full agreement with practices pertaining to instructional materials while there was a range of only 5 per cent in the percentage of full agreement with practices concerning committees on instruction. It was determined

that only once in one hundred times would the expressed opinions of this population be attributable to chance when grouped by this factor of status. It should be noted that opinions of "fully agree" and "agree more than disagree," when taken together, comprise 89 or more per cent of the responses grouped by this factor of status.

Highest Degrees Held and Eight Areas of Supervision. Superintendents expressed full agreement ranging from 33 to 84 per cent with eight areas of supervision when their responses were grouped according to highest academic degrees held. Respondents having the master's degree expressed most frequent full agreement with each of the eight areas of supervision while those having the doctor's degree expressed the least frequent full agreement. Disparity between the percentage of most and least frequent full agreement varied from 7 per cent with practices concerned with workshops on instruction to 44 per cent with practices pertaining to the evaluation of instruction. A determination of the relationships of those opinions expressed by superintendents holding the master's and the doctor's degree revealed that they are insignificantly related. It is probably that opinions expressed, when grouped by this factor of status, are attributable to chance 30 or more per cent of the time.

It should be noted that expressed opinions of "fully agree" and "agree more than disagree," when taken together, comprise 77 or more per cent of the responses grouped by

highest academic degree held. The most frequent expression of full agreement, 84 per cent, was with practices relating to instructional materials while the least frequent, 33 per cent, was with practices concerning the evaluation of instruction. Accepting the disproportionate number of respondents holding the master's degree, those holding the doctor's degree did not express a single response of "fully disagree" although there were some who disagreed more than agreed with the eight areas of supervision. It is noted that those holding the doctor's degree tend to agree with statements of practices but to a lesser extent than those holding the master's degree. Eighty-eight per cent of the responses of those holding the doctor's degree fully agreed or agreed more than disagreed while 94 per cent of those holding the master's degree fully agreed or agreed more than disagreed.

Major Fields in College and Eight Areas of Supervision. Superintendents expressed full agreement, ranging from 55 to 87 per cent, with eight areas of supervision when their responses were grouped according to major fields of study in college. Most frequent expressions of full agreement with practices pertaining to the individual conference were made by those having majored in school administration or among the social sciences. Those having majored in English or history or in school administration expressed the most frequent full agreement with practices concerning evaluation of instruction. Practices pertaining to classroom observation, workshops on

instruction, and instructional materials were most frequently fully agreed with by those having majored in English or history. Superintendents having majored among the social sciences most frequently fully agreed with practices relating to professional faculty meetings on instruction, demonstration teaching, and committees on instruction.

Full agreement was expressed least frequently toward practices pertaining to the individual conference by superintendents in two groups, those having majored in biology, physics, chemistry, or mathematics and those having majored in English or history. Practices concerning classroom observation, workshops on instruction, and instructional materials were least frequently fully agreed with by those having majored in biology, physics, chemistry or mathematics. Respondents having majored in school administration least frequently agreed with practices relating to demonstration teaching, professional faculty meetings on instruction, and committees on instruction. Those having majored among the social sciences expressed least frequent full agreement with practices pertaining to evaluation of instruction.

No large disparities were noted among percentages of the most and least frequent full agreement with the eight areas of supervision. There was a difference of 15 per cent in the extent of full agreement with practices relating to professional faculty meetings on instruction while there was a range of 2 per cent in the frequency of full agreement

toward practices relating to the individual conference. Opinions of "fully agree" and "agree more than disagree," when taken together, comprise 88 or more per cent of the responses grouped by this factor of status. It was determined that only once in one hundred times would the expressed opinions be attributable to chance when grouped by this factor of status.

Composite of Status Factors and Eight Areas of Supervision. Superintendents expressing the most frequent full agreement with the combined eight areas of supervision administered school systems employing from 76 to 150 teachers, have served as superintendents of schools for from 4 to 8 years, and hold the master's degree. Their major fields of study in college were among the social sciences.

Respondents expressing the most frequent opinions of "disagree more than agree" administered school systems employing from 1 to 10 teachers, have served as a superintendent of schools from 0 to 3 years, and held the doctor's degree. Their major fields of study in college were English or history.

Expressed opinions of "fully agree" and "agree more than disagree," when taken together, comprise 90 or more per cent of all the responses for each of the sub-groups of the four status factors. Hence, those variations which existed among extents of agreement are largely between opinions of "fully agree" and "agree more than disagree." Further, it

can be seen that there were no indications of extensive disagreement as to statements of practices relating to the eight areas of instructional supervision.

Relationship of 99 Superintendents Expressed Agreement with Sixty-five Practices in Eight Areas of Instructional Supervision

Practices Relating to the Individual Conference. Superintendents most frequently fully agreed with practices relating to the individual conference being a private and informal meeting wherein one teacher should not be compared with another and where the results of the conference should lead to improvement in the teaching-learning situation. Though respondents agreed that both the supervisor and teacher should prepare for the conference, they agreed to a lesser extent that both teacher and supervisor should use the same criteria in evaluating a situation. Expressed agreement with these two practices appears to be inconsistent. Most frequent responses of disagreement were with practices pertaining to the holding of a conference both before and after an observational visit to the classroom and not comparing one teacher with another in the conference.

Practices Relating to the Classroom Observation. Frequent full agreement was expressed concerning practices insuring that the teacher understand the purpose of the observation and wherein the supervisor should not interrupt the class upon entering for observation. Most frequent disagreement was expressed regarding the necessity of the observer seeing both

the faces of the teacher and the pupils and providing the teacher a report of the observation. Among the eight areas of supervision dealt with in the study, the most frequent expressions of full disagreement and disagreement more than agreement were with practices relating to classroom observation. Further, the least frequent expressions of full agreement among the eight areas were with practices pertaining to classroom observation.

Practices Relating to Demonstration Teaching. Statements of practices pertaining to demonstration teaching were more frequently misunderstood than were statements relating to any other of the eight areas of supervision. There were, however, only nine misunderstandings of statements. Practices concerning the paying of a teacher's salary while he leaves the school for observation, arranging for the observers to meet with the demonstrating teacher, and arranging for the demonstration in a typical classroom setting were most frequently fully agreed with by the respondents. Least frequent full agreement was expressed concerning the review of an observation with the entire faculty and the use of both experienced and new teachers in conducting demonstration teaching. Though superintendents frequently agreed that the teacher's salary should be paid while he observes, they agreed less frequently that the costs involved should be paid by the school system.

Practices Relating to Professional Faculty Meetings on Instruction. Superintendents agreed most frequently that ample time should be permitted for discussion before voting while expressing the least frequent agreement concerning the inviting of patrons and students to attend and participate in faculty meetings. Most frequent disagreement was expressed relating to the holding of the faculty meeting, whenever possible, during the regular school day. Expressions of "fully agree" and "agree more than disagree," when taken together, comprise 90 or more per cent of the superintendents' responses. Though there was frequent agreement concerning the advisability of sharing leadership in the meeting, less full agreement was expressed toward the use of leadership where it emerges from individuals having contributions to make toward the solving of problems.

Practices Relating to Committees on Instruction. Superintendents expressed most frequent full agreement wherein final recommendations of a committee should reflect the judgement of the group, not only that of the leader or a dominant member. Least frequent full agreement was expressed toward releasing teachers from certain regular obligations in the school so that they can better function as committee members. While there was frequent agreement that recommendations should reflect group judgements, less frequent agreement was expressed relating to the supervisor's not imposing his decision over that of a committee given the authority and responsibility to

recommend a course of action. Further, still less agreement was expressed toward committees representing both those "for" and those "against" a proposal. Full agreement and agreement more than disagreement, when taken together, comprise 90 or more per cent of the responses. Hence, disagreement expressed with these statements of practices was not extensive.

Practices Relating to Workshops on Instruction. The only expression of full disagreement was with compulsory attendance at workshops being unnecessary when there has been proper planning. This disagreement represented only 1 per cent of the total responses. Four of the seven practices relating to workshops elicited 90 or more per cent full agreement. Most frequent full agreement was expressed with practices pertaining to the workshop leading to improved practices in the classroom, the theme emerging from existing needs, and the value of the participants being able to evaluate their combined efforts.

Practices Relating to Instructional Materials. Superintendents expressed frequent full agreement concerning the selection and use of instructional materials in relation to the educational program they are to serve. Less frequent full agreement was expressed concerning teacher-supervisor cooperation in the establishment of criteria for the selection of instructional materials. Further, least frequent full agreement was expressed concerning the advisability of the supervisor's circulating materials among the staff to determine

its effectiveness in the classroom. Hence, it would appear that frequent agreement exists with the purpose pervading the selection of instructional materials while less frequent agreement is expressed concerning practices involved in the selection procedure.

Practices Relating to Evaluation of Instruction. Practice encouraging the technique of self-evaluation among teachers was most frequently fully agreed with by respondents. Least frequent full agreement was expressed concerning practices pertaining to evaluation being in terms of situations which exist in the school and the contributions each staff member makes to these situations. Though superintendents frequently fully agreed that the supervisor should provide for a continuous evaluation, they agreed less frequently concerning the necessity of having concise statements of objectives for the school if there is to be a valid evaluation of instruction. Responses of "fully agree" and "agree more than disagree," when taken together, comprise 96 or more per cent of the responses. Hence, disagreement expressed represents but a small proportion of the total responses.

Composite of Agreement with Eight Areas of Supervision. Statements of practices pertaining to instructional materials, workshops on instruction, and evaluation of instruction, in that order, were most frequently fully agreed with. Least frequent full agreement was expressed toward practices pertaining to classroom observation and the

individual conference. When taken together, responses of "fully agree" and "agree more than disagree" comprise 90 or more per cent of the expressed opinions with each of the eight areas of instructional supervision.

Areas of Instructional Supervision in which Superintendents Reported Misunderstanding of Statements of Practices

Twenty-nine misunderstandings of statements of practices were reported by superintendents participating in the study. Among the responses to those statements of practices which were misunderstood, "fully agree" was checked once; "agree more than disagree," twenty times; "disagree more than agree," six times; and "fully disagree," twice. There were no misunderstandings of statements of practices pertaining to classroom observation but there were misunderstandings of statements in the following areas: one, of workshops on instruction; two, of individual conferences; two, of committees on instruction; three, of evaluation of instruction; four, of instructional materials; eight, of professional faculty meetings on instruction; and nine, or demonstration teaching.

## Conclusions

Within the limits of the study, the findings support the following conclusions:

1. Most superintendents administer school systems employing from 11 to 75 teachers. However, most frequent full agreement with statements of practices were expressed by superintendents whose school systems employed between 76 and 150

teachers. It would appear that schools of middle range, in size, might be expected to have programs which are more effective in terms of modern practices than the smaller or larger schools (See Tables 5 and 22).

2. Although the number of years of service as a superintendent is rather equally divided among respondents, those having served from 4 to 8 years expressed the most frequent full agreement with statements of practices while those having served 3 or less or more than 20 years expressed the least frequent full agreement (See Tables 5 and 22).

3. Superintendents who held the master's degree expressed more frequent full agreement with statements of supervisory practices than did those holding the doctor's degree (See Table 22).

4. More than half the respondents reported their major fields as being school administration. However, those having majored among the social sciences expressed the most frequent full agreement with practices pertaining to instructional supervision. Those having majored in school administration expressed the least frequent full agreement with statements of practices (See Tables 5 and 22).

5. Responses indicate that little difference existed in the frequency of expressions of full agreement with statements of practices according to years of service of superintendents or their major fields in college. However, differences appear to exist according to the number of teachers

serving their school systems and their highest academic degrees held. Those holding the doctor's degree and those administering school systems employing more than 150 teachers expressed the least frequent full agreement with statements of supervisory practices (See Table 22).

6. Practices pertaining to classroom observation, individual conferences, and professional faculty meetings on instruction, in that order, were least frequently fully agreed with by superintendents. These are areas wherein the supervisor can be of great personal assistance to the teacher. The fullest realization of instructional improvement through supervision can be reached only when administrators look with favor upon the techniques in these areas. In addition emphasis needs to be placed on these least accepted practices if programs of supervision are to be effective in producing improvement in the supervision of instruction (See Table 31).

7. Superintendents expressed most frequent full agreement with statements of practices concerned with instructional materials, workshops on instruction, and evaluation of instruction in that order. It is apparent that the use of group techniques and a determination of outcomes are deemed desirable by superintendents. This being true, it would seem that superintendents should exert increasing leadership through supervisory programs which will include these techniques (See Table 31).

8. The preponderance of superintendents' responses agreed, either fully or more than disagreed, with statements of practices in instructional supervision. If practice follow opinion as expressed, it would be reasonable to expect that instructional improvement in Oklahoma will continue to occur (See Table 31).

## Theoretical Considerations and Suggestions for Other Studies

### Theoretical Considerations

Superintendents of school systems employing more than 150 teachers expressed the least frequent full agreement with statements of supervisory practices. It might be, because of the size of the school system, that they are not familiar with the actual supervisory practices which are carried on in their school systems. Hence, their judgements reflect a reaction to the professional literature and research since 1945. Should they be aware of the nature and extent of supervisory practices in their school systems, the rejection of these practices would seem to indicate either lack of faith in what is considered good practice or the inadequacy of present statements of sound practice when applied to large school systems.

Although there is not a large variation in expressions of full agreement with practices of supervision by superintendents according to the number of years they have served as a chief administrative officer of a school system, those having

had three or less or more than 20 years of service expressed least frequent full agreement. It might be said that those of short service react aversely because of their lack of awareness of sound practices or their insecurity with the processes through which they are effected. However, it appears that those having over 20 years of service would have had ample opportunity to determine what are desirable practices. Therefore, those having had extensive experience appear to deny the value of democratic processes or have found that they were unable to make them work effectively. One might question in this regard whether supervision should serve as an administrative expedient or facilitate continuing improvement of the teaching-learning situation in the classroom.

Superintendents holding the doctor's degree expressed less frequent full agreement than did those holding the master's degree. Those holding the doctor's degree, however, expressed frequent partial agreement and disagreement, but no full disagreement, with supervisory practices. It would appear that those holding the doctor's degree were skeptical of complete acceptance or rejection of the statements of practices. This may well be the result of their realization, in part through extensive study, that practices seldom can be considered as "either-or" propositions.

Expressions of full agreement with statements of supervisory practices were not disproportionate according to superintendents' major fields of study in college. However, the

least frequent full agreement was expressed by those having majored in school administration. It might be said again that perhaps extensive study of school administration leads to skepticism and attending opinions which often deny the acceptance of a practice with full agreement.

Most frequent agreement with practices relating to instructional materials, workshops on instruction, and evaluation of instruction, in that order, might well be attributed to the close identity of the superintendent with these areas of practices. Frequent disagreement with practices pertaining to classroom observation, individual conferences, and professional faculty meetings on instruction might possibly be attributed to the superintendent's lack of close identity with these areas. If this is true, it would appear that some concerted efforts need to be made to bring about a keener awareness among superintendents concerning those practices wherein the supervisor offers personal assistance to staff members.

Opinions expressed by superintendents participating in the study might well be considered by those charged with the task of preparing administrators for Oklahoma school systems. Further, the Oklahoma Commission on Educational Administration and other state voluntary agencies might find foundation for programs which would better prepare those who will be responsible for the education of Oklahoma's children. Of paramount importance, however, is the need for unselfish efforts to be made toward the achievement of ever improving

teaching-learning situations in the classroom.

Suggestions for Other Studies

It is believed that the following suggested studies would materially add to the accumulation of data necessary to insure that change in supervision evolves from sound understanding of needs and present conditions.

1. Teachers and principals are directly concerned with supervision. A determination of their expressed agreement would lend substantially to the providing of improved instructional supervision.

2. Agreement with statements of practices on a questionnaire or check sheet do not reveal the practices which are in effect but only the opinion held by the respondents with respect to practices which are held to be desirable. A study is needed to determine what supervision is actually taking place in the schools and wherein it can be improved.

3. A continuation of the present study through the application of an analysis of variance or factorial analysis would lend further assistance in determining any interaction effects which might be obtained between the variables used. Another approach would be the application of the P-technique to the respondents for the study. These data could be determined from the responses and information already collected.

4. Practices are too seldom the result of efforts aimed at best providing for the education of children. A

study is needed to determine what practices will best facilitate the improvement of teaching and learning in the classrooms of Oklahoma schools.

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# APPENDIX

State Department of Education
OLIVER HODGE, SUPERINTENDENT
E. H. McDONALD, ASST. SUPERINTENDENT
Oklahoma City, Oklahoma

February 18, 1957

Dear OCEA Member:

The OCEA State Committee, upon the recommendation of the special committee on Improving Educational Programs, is sponsoring a study by Mr. Sam Moore, our research associate at the University of Oklahoma.

We think his letter of introduction, the directions, and the check sheet which are enclosed are self-explanatory. It is the sincere desire of the committee that you will cooperate in this study by completing the information and return it to us in the self-addressed envelope by March 1, 1957.

Results of the study will be made known to all OCEA members. The Commission will use these data in its attempt to assist in improving educational administration.

Respectfully,

Earl Cross

Earl Cross, Executive Secretary
Oklahoma Commission on
Educational Administration.

EC:d

## OPINIONS OF SUPERINTENDENTS OF MEMBER SCHOOL SYSTEMS IN THE OCEA CONCERNING SELECTED PRACTICES OF INSTRUCTIONAL SUPERVISION

*With the cooperation of the Oklahoma Commission on Educational Administration*

Dear Superintendent:

A study is being made under the sponsorship of the OCEA to determine the opinions of superintendents of school systems belonging to the OCEA concerning practices of instructional supervision. Superintendents of each member school system are being asked to participate.

The blanks below and the check sheet have been prepared for your convenience in furnishing information necessary for the study. It is essential that you carefully follow the directions outlined below.

Your responses will be anonymous. There is no way to identify individuals or school systems. A copy of the results of this study will be sent you through the OCEA.

A stamped, addressed envelope is enclosed for your convenience in returning the check sheet at the earliest possible date. Your cooperation as a participant in this study is greatly appreciated.

Respectfully yours,

Samuel A. Moore
Research Associate
OCEA

*Directions*

Please read each item carefully. If it is not completely clear to you or you do not understand it, encircle the number to the left of the statement in addition to your response to the right.

Please respond to each item, including those you have marked as being not fully understood. Indicate in the column to the right the extent of your agreement or disagreement with each item as directed by the column headings.

Please respond to each statement. Use your best judgment in responding to those not fully understood

### SECTION I
### OPINIONS CONCERNING INSTRUCTIONAL SUPERVISION

How many teachers does your school system employ?_____

How many years have you served as a superintendent of schools?_____

What is the highest degree you hold?_____

What was your major field?_____

## SECTION II
## SELECTED PRACTICES OF INSTRUCTIONAL SUPERVISION

*Encircle items not understood*

*Please respond to each item*

| | Fully Agree | Agree more than disagree | Disagree more than agree | Fully disagree |
|---|---|---|---|---|
| **INDIVIDUAL CONFERENCE** | | | | |
| 1. The ultimate objective of a conference between the supervisor and teacher should be the improvement of the teaching-learning situation. | | | | |
| 2. The supervisor should make himself available for conferences with staff members during and after the hours that classes are being conducted. | | | | |
| 3. Both the supervisor and the teacher should prepare for the conference. | | | | |
| 4. The conference should be held in a private and informal atmosphere where each may discuss as equals the problem at hand. | | | | |
| 5. The teacher should be led to analyze his own problem rather than the supervisor handing down a decision. | | | | |
| 6. A conference should precede and follow the supervisor's observational visit to the classroom. | | | | |
| 7. In evaluating a situation, both the teacher and the supervisor should use the same criteria. | | | | |
| 8. The comparing of one teacher with another should have no place in the individual conference. | | | | |
| 9. The conference should be concluded with definite statements concerning decisions made and plans for further action. | | | | |
| 10. A copy of the report of the individual conference should be given the staff member involved. | | | | |
| 11. Individual conferences often are necessary and should be held with all members of the staff. | | | | |
| **CLASSROOM OBSERVATION** | | | | |
| 12. The primary purpose of the classroom visitation should be the observation of the teaching-learning situation. | | | | |
| 13. The supervisor should insure that the classroom teacher understands the purpose of the observation. | | | | |
| 14. When the supervisor enters the classroom to observe, he should not interrupt the teacher or the activities taking place in the room. | | | | |
| 15. The supervisor, in making an observation, should be able to see the faces of the pupils and of the teacher. | | | | |
| 16. The supervisor should plan to observe a class until the teacher completes the lesson or until there is a change in classes. | | | | |
| 17. Following the observation, a record should be made by the supervisor and a copy given to the teacher. | | | | |
| 18. When the supervisor observes the teacher's introduction of a unit of work, he should attempt to revisit the teacher, especially when that unit of work is being concluded. | | | | |
| **DEMONSTRATION TEACHING** | | | | |
| 19. The supervisor should use demonstration teaching in seeking to improve instruction in the classroom. | | | | |
| 20. The school should assume the costs involved when a teacher visits another school for an arranged observation. | | | | |
| 21. A regular day's salary should be paid the teacher who leaves the school for an arranged observation. | | | | |
| 22. Released time for teachers should be made available so that they can observe other teachers in their own and other schools. | | | | |
| 23. The supervisor should inform the teacher who is to be observed, how many visitors he will have, when they will arrive, and what they wish to see. | | | | |

*Encircle items not understood*

*Please respond to each item*

| | Fully Agree | Agree more than disagree | Disagree more than agree | Fully disagree |
|---|---|---|---|---|
| 24. Teachers who are to observe demonstration teaching should be briefed before the demonstration and have ample opportunity to discuss the purposes of the demonstration. | | | | |
| 25. Demonstration teaching should not be conducted by experienced teachers alone but might well utilize the abilities of new staff members. | | | | |
| 26. In demonstration teaching, the supervisor should utilize his own teachers and those from other schools who possess unique abilities or are especially able in presenting certain types of instruction. | | | | |
| 27. Demonstration teaching should be held in a classroom setting which exists as a typical part of the school day. | | | | |
| 28. A demonstration should be seen as a presentation of new or different methods, not as the only or best way to instruct in the classroom. | | | | |
| 29. Observing teachers should be provided an opportunity to meet with the teachers they have observed so that they can ask questions and react to the observation. | | | | |
| 30. Teachers who have visited another classroom should present their observations to the entire staff so that all can profit from the experience. | | | | |
| PROFESSIONAL FACULTY MEETINGS ON INSTRUCTION | | | | |
| 31. Whenever possible, the faculty meeting should be held during the hours of the regular school day. | | | | |
| 32. Comfortable, adult size furniture and provision for refreshments should exist where the faculty meeting is to be held. | | | | |
| 33. Topics for discussion in the faculty meeting should be determined by staff members as well as the supervisor. | | | | |
| 34. An agenda for the faculty meeting should be distributed among the teachers before the meeting. | | | | |
| 35. Announcements and other matters of business which can be duplicated and distributed among the staff should not be permitted to take up time in the faculty meeting. | | | | |
| 36. A definite time to recess the faculty meeting should be arrived at before the meeting starts. | | | | |
| 37. Leadership in the faculty meeting should be shared by the several members of the staff. | | | | |
| 38. Faculty meetings should provide an opportunity for all in attendance to discuss and share in the decisions made. | | | | |
| 39. Leadership in the faculty meeting should arise from individuals who have contributions to make toward the solving of problems. | | | | |
| 40. Ample opportunity should be provided for discussion before a question is put to vote. | | | | |
| 41. Wise decisions are usually those which have been arrived at through a consensus of opinion. | | | | |
| 42. Patrons and students should, at times, be invited to attend and participate in faculty meetings. | | | | |
| COMMITTEES ON INSTRUCTION | | | | |
| 43. Teachers should participate in the selection of committee members to serve on committees whose action will affect the teachers. | | | | |
| 44. Members of a committee should represent both those "for" and those "against" a proposal. | | | | |
| 45. Efforts should be made to release teachers from certain regular obligations in the school so that they can better function as committee members. | | | | |

*Encircle items not understood*

*Please respond to each item*

| | Fully Agree | Agree more than disagree | Disagree more than agree | Fully disagree |
|---|---|---|---|---|
| 46. Committees should recommend a course of action to be taken by the staff. | | | | |
| 47. Committee recommendations should be taken into account with sincerity by those who must make final decisions. | | | | |
| 48. Final recommendations of a committee should reflect the judgment of the group, not only that of the leader or a dominant member. | | | | |
| 49. The supervisor should not impose his decision over that of a committee which has been given the authority and responsibility to recommend a course of action. | | | | |
| WORKSHOPS ON INSTRUCTION | | | | |
| 50. An effective workshop on instructional problems should lead to improved practices in the classroom. | | | | |
| 51. The theme of the workshop should emerge from existing needs of the faculty and the school. | | | | |
| 52. Teachers should take an active and participating role in the designing and planning of the workshop. | | | | |
| 53. Compulsory attendance at a workshop is unnecessary when there has been proper planning. | | | | |
| 54. The workshop consultant should provide ways and means, not solutions for the problems of workshop participants. | | | | |
| 55. Participants in a workshop should be given the opportunity to see the results of their combined efforts so that they can evaluate this work. | | | | |
| 56. Often an excellent workshop can be held within a school system utilizing the talents and abilities of those who serve on the teaching staff. | | | | |
| INSTRUCTIONAL MATERIALS | | | | |
| 57. Instructional materials should be selected and used in relation to the educational program they are to serve. | | | | |
| 58. Teachers, with the cooperation of the supervisor, should establish criteria for the selection of instructional materials. | | | | |
| 59. The supervisor should circulate among the faculty a variety of instructional materials so that its effectiveness in the classroom can be evaluated. | | | | |
| EVALUATION OF INSTRUCTION | | | | |
| 60. The supervisor should provide for a continuous evaluation of the teaching-learning situation in the school. | | | | |
| 61. Concise statements of objectives for the school are necessary if there is to be a valid evaluation of instruction in the school. | | | | |
| 62. Evaluation should be in terms of situations which exist in the school and the contributions each staff member makes to these situations. | | | | |
| 63. The criteria used in evaluation should be developed cooperatively utilizing the thinking of pupils, staff, patrons, and administrators. | | | | |
| 64. The technique of self-evaluation should be encouraged among teachers. | | | | |
| 65. Evaluation of instruction should provide an opportunity for the teacher to evaluate his own work and the efforts of those with whom he works. | | | | |