

AN EMPIRICAL STUDY OF THE RELATIONSHIP
BETWEEN ADMINISTRATIVE ATMOSPHERE AND SUPERVISORY
EXPECTATIONS HELD BY TEACHERS FOR THE PRINCIPAL

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CURRICULUM STUDIORUM

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TABLE OF CONTENTS

Chapter	page
INTRODUCTION.	
I.- STATEMENT OF THE PROBLEM.	1
1. Background of the Problem	1
2. An Evaluation of the Problem	8
3. The Problem Delimited	13
4. Plan of the Report	16
II.- SURVEY OF THE LITERATURE.	17
1. General Expectations of Teachers	18
2. Teacher Expectations for Supervision by the Principal	29
3. Administrative Atmosphere	48
4. Conclusions	56
III.- DESIGN OF THE STUDY	58
1. The Hypotheses	58
2. The Sample	59
3. The Instruments Used in the Study	60
4. Preliminary Analysis of the Data	71
5. The Statistical Analysis Procedure	77
IV.- PRESENTATION OF RESULTS	80
1. Results of Testing the First Hypothesis	80
2. Results of Testing the Second Hypothesis	82
3. Results of Testing the Third Hypothesis	82
4. Summary of Findings	93
V.- DISCUSSION OF RESULTS	96
1. Discussion of the Findings of Testing the First Hypothesis	97
2. Discussion of the Findings of Testing the Second Hypothesis	99
3. Discussion of the Findings of Testing the Third Hypothesis	104
SUMMARY AND CONCLUSIONS	111
BIBLIOGRAPHY.	118
Appendix	
1. <u>THE PROFILE OF A SCHOOL INSTRUMENT.</u>	125
2. THE SUPERVISORY EXPECTATION SCALE	127
3. <u>ABSTRACT OF An Empirical Study of the Relationship Between Administrative Atmosphere and Supervisory Expectations Held by Teachers for the Principal.</u>	129

LIST OF TABLES

Table	page
I.- Reliability Coefficients of Supervisory Expectation Scale	64
II.- Raw Mean Scores and System Scores Obtained from the <u>Profile of a School</u> Instrument.	73
III.- Means and Standard Deviations of Ideal Supervisory Expectation Scores of Teachers in Authoritarian and Participatory Schools	76
IV.- Means and Standard Deviations of Discrepancy Scores of Teachers in Authoritarian and Participatory Schools	78
V.- Comparison of Ideal Supervisory Expectation Scores of Teachers in Participatory and Authoritarian Schools	81
VI.- Comparison of Discrepancy Scores between Ideal Supervisory Expectation Scores and Actual Perceived Principal Supervisory Behaviour Scores in Participatory and Authoritarian Schools.	83
VII.- Analysis of Variance for Testing Significant Differences Among Ideal Supervisory Expectation Dimensions in Authoritarian Schools	84
VIII.- Tukey Test of Significant Differences Among Ideal Supervisory Expectation Dimensions of Teachers in Authoritarian Schools	86
IX.- Analysis of Variance for Testing Significant Differences Among Ideal Supervisory Dimensions in Participatory Schools	87
X.- Tukey Test of Significant Differences Among Ideal Supervisory Expectation Dimensions of Teachers in Participatory Schools	88

LIST OF TABLES

Table	page
XI.- Analysis of Variance for Testing Significant Differences Among Supervisory Discrepancy Dimensions in Authoritarian Schools.	91
XII.- Analysis of Variance for Testing Significant Differences Among Supervisory Discrepancy Dimensions in Participatory Schools.	92
XIII.- Tukey Test of Significant Differences Among Discrepancy Dimensions of Teachers in Participatory Schools	94

LIST OF FIGURES

Figure	page
1.- A Graphic Presentation of the Distribution of Schools Using the <u>Profile of a School Instrument</u>	74

INTRODUCTION

Current concepts and methods of supervision, as may be expected, are based on the views and postulations of leaders in the field of education. However, recent educational developments suggest the possibility that our concepts of this important aspect of administration have to be broadened. Consequently, one is tempted to consider that the teachers, observing the process from a different perspective might have something to say that would enlarge our concept of this function, as well as its translation into practice.

Further consideration of this theme leads to the realization that organizational factors may have significant effects on the teacher's expectations concerning supervision. An analysis of the literature reveals that attempts to ascertain teacher expectations for the role of the principal in supervision have largely neglected to take into consideration important organizational variables. This review of the literature revealed a need for an investigation into the superordinate-subordinate relationships existing in a school situation and their effects on teacher expectations. As a result of this need it was decided to study the relationship between administrative atmosphere and the expectations held by teachers for the role of the principal in supervision.

The problem arose from observations contained in the literature. Teacher expectations concerning supervision by the principal consisted of a set of interrelated functions. Investigations have failed to produce evidence which suggest causes of differentiation among teacher expectations for these supervisory functions performed by the principal. The conclusion was that factors in the superordinate-subordinate relationship in the school situation contributed to differences in teacher supervisory expectations. An analysis of current management theories reveals the following assumption. Varying managerial styles produce different types of administrative atmosphere within a school setting. These assumptions produce the basic rationale for the investigation. A set of hypotheses was subsequently produced and tested.

The rationale for the study arose from statements found in the literature. However, the investigation had a strong practical basis. Consequently, the contributions are suggested as being both theoretical and practical in nature. Some extension has been made to the theory under investigation. The concept of teacher supervisory expectations has been examined in relationship to administrative atmosphere within a school. The intricate relationship existing between theory and practice will undoubtedly produce practical implications from the investigation. The supervisory functions desired by teachers and necessary for an adequate program of instructional

improvement will be useful in the recruitment, selection and training of school administrators. If fulfillment of teacher supervisory expectations leads to instructional improvement then the practical implications of the investigation are substantial.

The research report is presented in five chapters. The first chapter contains the statement of the problem, scope, limitations and significance of the study. The second chapter reviews the relevant literature on teacher expectations and administrative atmosphere and concludes with the specific hypotheses to be tested. Chapter three presents a description of the experiment design. The analyses are presented in chapter four. The findings are discussed in chapter five. This chapter is followed by a summary of the report and the conclusions. At the end of the report an annotated bibliography, appendices of data collecting instruments, and an abstract of the thesis are presented.

CHAPTER I

STATEMENT OF THE PROBLEM

The purpose of this chapter is to provide the background and orientation necessary for the understanding of the research project. It begins with a description of the problem as it relates to the concept of elementary school administration. This section concludes with the problem to be investigated in the present research project. An evaluation in terms of purpose, scope and significance of the study is then presented. The delimiting factors are discussed in the third section. The chapter concludes with a description of the plan of this report.

1. Background of the Problem.

The principal of the elementary school has been the subject of considerable discussion during the past century. Educational writers suggest that the principal's primary function in the early 1900's was inspection.¹ Since the principal was taking the place of the superintendent in the school he was expected by authorities to inspect the teachers and

1. G.C. Kyte, How to Supervise. A Guide to Educational Principles and Progressive Practices of Educational Supervision, Boston, Houghton Mifflin Co., 1930, p. 22.

report ineffectiveness. The principal's status at that time is depicted by Stoops and Marks:

The principal's duties and responsibilities centred around the control and discipline of teachers and pupils. His approach to instructional improvement was primarily negative. He noted defects in instructional methods rather than success.²

The development of the elementary principalship into a position of providing leadership in the improvement of instruction has been evident during the past forty years. One of the outstanding pioneers in educational administration, E.P. Cubberley, described this trend:

To the improvement of instruction the principal will need to give much time and attention. With all his work in organizing and administering the school, supervision of the instruction in it, is after all, his supreme duty.³

Since that time educational writers have advocated that it is the principal who must assume responsibility for the improvement of instruction. The principal's present status in this function is stated by Reeves:

It is no longer novel to advocate that the principal of a school should have a major share of the responsibility for supervision. The principal's status as a supervisor is now widely accepted and recognized by principals themselves, by superintendents and by teachers.⁴

² E. Stoops and J.R. Marks, Elementary School Supervision: Practices and Trends, Boston, Allyn and Bacon, 1965, p. 67.

³ E.P. Cubberley, Public School Administration, Boston, Houghton Mifflin Co., 1929, p. 360.

⁴ A.W. Reeves and J.H.M. Andrews (eds.), The Canadian School Principal, Toronto, McClelland and Stewart Ltd., 1962, p. 60.

To suggest that supervision is the principal's main responsibility does not necessarily indicate that he is fulfilling the task. A study by Brown⁵ in 1948 indicated that principals were not accepting supervision as one of their main functions. Brown sampled the opinions of teachers, principals and superintendents in the Province of Ontario to find the status of elementary school supervision. He concluded that for some reason principals were not assuming much responsibility for the improvement of instruction.

Subsequent investigation by Scott,⁶ Ziolkowski,⁷ and Egnatoff⁸ concluded that the principal was the central figure in the improvement of instruction. In addition each of these researchers suggested that several factors hindered the principal from fulfilling his task. Such causes as too little time, improper training, and perceived teacher resentment were presented.

5 Corbin Brown, Elementary School Supervision in Ontario: An Evaluation of Certain Aspects of the Supervisory Program, unpublished doctoral thesis, University of Toronto, 1948.

6 J.G. Scott, The Urban Elementary School Principal in Ontario. His Status According to the Expressed Views of Principals and Senior Academic Officials, unpublished doctoral thesis, University of Toronto, 1965.

7 E.H. Ziolkowski, A Study of Practices Employed by High School Principals in the Supervision of Instruction, unpublished Master's thesis, University of Alberta, 1965.

8 J.G. Egnatoff, "The Changing Status of Saskatchewan's School Principals," Canadian Education and Research Digest, Vol. 8, No. 4, December 1968, p. 361-379.

A study by Trask⁹ added further impetus to the possibility that much of the reason for the principal's failure to supervise was perceived teacher resentment. In the Trask study, forty-seven principals were interviewed individually for approximately two hours and each completed a questionnaire. The results indicated that twenty principals perceived teachers to be negative, twenty-one perceived teacher ambivalence and only six principals felt that teachers were positively oriented toward supervision.

If teachers do in fact resent supervision, little success will be experienced by the principal in his attempts to improve instruction. This fact is emphasized by Heald and Moore:

In the last analysis, the decision to supervise instruction is one which must be made by the teacher. The system can provide many forms of assistance in improving techniques, but without the willingness of the teacher, without his commitment to the urgency for refinement of teaching methodology, there cannot be very much hope for those efforts at supervision imposed within the system.¹⁰

Bradfield concluded his analysis of several studies at Indiana University with a statement supporting the importance

9 Anne E. Trask, "Principals, Teachers and Supervision: Dilemmas and Solutions," Administrator's Notebook, Vol. 13, No. 4, December 1964, p. 2.

10 J.E. Heald and S.A. Moore, The Teacher and Administrative Relationships in School Systems, Toronto, Collier Macmillan, 1968, p. 27.

of teacher cooperation. "Supervision, to be effective, must be freely accepted by teachers."¹¹

Recognizing this fact, researchers have attempted to determine which supervisory practices were acceptable to teachers. The implication was that if administrators could find out teacher expectations for supervision by the principal, such services could then be provided. Studies of this nature, dealing with supervisory expectations held by teachers for the principal, are frequent in the literature. Analysis of these studies leads one to conclude that teachers have expectations for the role of the principal in supervision. The conditions under which these expectations vary have not been adequately investigated.

The provision of favourable conditions for effective teaching and learning has been the subject of discussion by various theorists. Results from studies by Argyris,¹² and March and Simon¹³ show that subordinates react favourably to experiences which they feel are supportive and contribute to their sense of importance and personal worth. Similarly, persons react unfavourably to experiences which are threatening

¹¹ L.E. Bradfield, Supervision for Modern Elementary Schools, Columbus, Charles Merrill Publishing Co., 1964, p. 17.

¹² C. Argyris, The Individual and Organizational Structure: Recent Findings in Human Relations Research, American Management Association, mimeographed, 1956, p. 3-11.

¹³ J.G. March and H.A. Simon, Organizations, New York, Wiley, 1958, p. 83-111.

and decrease or minimize their sense of dignity and personal worth.

These findings are substantiated by Campbell¹⁴ who investigated the relationship between supervisory leadership and situational factors found in the social setting of the school. Results showed that teachers value highly those behaviour actions of supervisors which tend to exemplify warmth, mutual trust and respect.

Extensive research on group behaviour by Cartwright and Zander¹⁵ supports the importance of proper atmosphere. They suggest that subordinates want appreciation, recognition, influence, a feeling of accomplishment and a feeling that people who are important to them believe and respect their judgment. They wish to feel that they have a place in the organization.

Likert supports the provision of such an atmosphere in his principle of supportive relationships:

The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and all relationships with the organization each member will view the experience as supportive and one which builds and maintains his sense of personal worth and importance.¹⁶

¹⁴ O.L. Campbell, The Relationship Between Eight Situational Factors and High and Low Scores on the Leadership Behaviour Dimension of Instructional Supervision, unpublished doctoral thesis, North Texas State College, 1961.

¹⁵ D. Cartwright and A. Zander, Group Dynamics: Research and Theory, Evanston, Ill., Harper and Row, 1968, p. 301.

¹⁶ R. Likert, New Patterns of Management, Toronto, McGraw-Hill, 1961, p. 103.

Speculations regarding the effects of certain types of administrative atmosphere depicted above, on the attitudes of teachers are frequently presented. Investigations dealing with the relationship between varying types of administrative atmosphere and teachers' attitudes toward the desirability of certain supervisory functions performed by the principal, are not presently in the literature.

In summary, the principal in his role as instructional leader within the school is expected to perform acts of leadership. One method of performing this leadership role is through the use of various supervisory techniques. In selecting supervisory activities the principal must be aware that teacher receptivity is necessary for success of the venture. Consequently, the supervisory expectations held by teachers for the role of the principal will be of paramount importance in the program of instructional improvement performed within the school. Concurrently, the principal by his interactions and relationships with teachers is contributing to the establishment of a particular type of administrative atmosphere. Presumably the principal is attempting to establish within his school the type of administrative atmosphere which he feels will facilitate the general administrative process. Furthermore, the administrative atmosphere produced is intended to enhance the supervisory process, identified as one of the most important functions of administration. Will the principal's attempts to

produce a satisfactory environment within the school enhance teacher expectations for his role in supervision? This is the problem to be investigated by this research project. More specifically, the problem and sub-problems are stated:

1. Will certain types of administrative atmosphere within a school produce significant differences in supervisory expectations held by teachers for the role of the principal in instructional improvement?
2. Will certain types of administrative atmosphere within a school indicate a greater degree of congruence between the teacher's ideal expectations and his perception of the principal's actual supervisory behaviour?
3. Will certain types of administrative atmosphere within a school produce greater teacher expectations for a particular aspect of supervision by the principal?

2. An Evaluation of the Problem.

(a) Purpose of the Study.- The elementary school principalship in the Province of Ontario has developed into a full-time administrative position. Principals are now recognized to have a rightful place in the internal management of their school. This includes an active role in the supervision of instruction. The importance of this function is suggested by Brown:

As the principal, so the school, suggests that the administrative leadership has an impact on students, teachers, and lay citizens within the school community served. What a principal does or fails to do is felt in homes as well as in classrooms and corridors of a school. He influences the quality of instruction, relationships between people, acceptance of or resistance to change, morale, and efficiency of general operations.¹⁷

A great deal has been written concerning ways in which the principal should perform his role in instructional improvement. There has been a tendency to underestimate the teacher's position in the superordinate-subordinate relationship of the school setting.

Teachers have been shown to have meaningful expectations for supervision by the principal. It is imperative that principals be aware of conditions under which these expectations are most operative. There is a need to know if a particular type of administrative atmosphere enhances teacher expectations for principal supervision.

The importance of such a study is emphasized in a recent article by Horowitz, Anderson and Richardson:

¹⁷ W.F. Brown, The Right Principal for the Right School, American Association of School Administrators, 1967, p. 9.

To the individual principal the expectations held for his role by teachers, generally, are of limited value. What are particularly relevant to him are the expectations held by teachers in his school. Of even greater importance is the determination of the kind of climate he should attempt to develop in his particular school which will tend to increase the areas of agreement and decrease the areas of disagreement between his teachers and himself. These are important issues which must continue to be explored.¹⁸

Investigations which produce suggestions for improving supervision in the school setting are necessary to make the role of the principal more meaningful in the rapidly changing educational scene.

(b) Scope of the Study.- During the investigation all teacher expectations concerning supervision by the principal were explored. The final selection contained items from each of the four functions under investigation. These four functions which comprise the role of the principal in supervision were entitled consultative, facilitative, innovative and evaluative.

A comprehensive measure of administrative atmosphere was obtained in all schools studied. This measure includes the factors of leadership, motivation, communication, interaction, decision-making, goal-setting, control and performance. The

¹⁸ M. Horowitz, G.J. Anderson and D.N. Richardson, "Divergent Views of the Principal's Role: Expectations Held by Principals, Teachers and Superintendents," Alberta Journal of Educational Research, Vol. 15, No. 4, December 1969, p. 205.

total score indicates a type of administrative atmosphere as perceived by the teacher.

The study then investigated the relationship between these two main variables, namely, administrative atmosphere and teacher supervisory expectations.

Objectives.- The investigation was undertaken by the researcher with the following objectives:

1. To develop a method of measuring the teacher's expectations for supervision by the principal.
2. To investigate the relationship between the supervisory expectation scores and certain types of administrative atmosphere prevailing in the schools.
3. To supplement research findings in the area of teacher expectations.
4. To provide principals, administrators and educators with a knowledge of the practical findings in the study. The implications from such findings may be valuable in future training sessions devised for principals or vice-principals.

(c) Significance of the Study.- Most of the studies already in the literature deal with selected aspects of principal-teacher relationships. These investigations are mainly concerned with finding whether or not certain types of supervisory techniques are desired by teachers. No attempts have been made to find out what type of administrative atmosphere produces certain types of supervisory expectations. For the most part these studies have neglected the total role of the principal in his supervisory function. Few investigators

have suggested the possibility that broad underlying, measurable organizational factors may have a direct relationship to teacher supervisory expectations.

One major possible contribution of this study to the existing knowledge was to assist theorists in finding out how the principal can best serve the needs of the teachers. The classroom teacher is recognized as the most important person in the educational hierarchy.

In terms of timeliness, this study is significant. Throughout the Province of Ontario and particularly in the area covered by this study, the principal is now being recognized as the person strategically positioned to supply supervisory leadership. Principals have been given additional personnel and time to enable them to spend more time working with teachers in improving the instruction within their schools. It is hoped that this study will indicate some plausible courses of action which will be useful in this important task. Possible courses of action could lead to a more objective program of instructional improvement.

From a theoretical standpoint a significant contribution may be:

to add to existing knowledge concerning a possible theoretical rationale for the study of elementary school supervision.

From a practical point of view, the following two significant contributions are suggested:

1. to stimulate principals of elementary schools to consider teacher expectations concerning supervision;
2. to provide a basis for training principals and vice-principals in this important aspect of school administration.

3. The Problem Delimited.

(a) Definition of Terms.- Listed below are the most commonly used words and phrases which may cause ambiguity. When these words are used in the study with alternate meanings, an indication will be given.

Expectations in the present framework are those prescriptions that delineate what a person should or should not do as the incumbent of a particular role in a social system.¹⁹ In this study they will refer to expectations for supervision held by teachers for the principal.

Supervision means the efforts of the principal directed toward providing leadership to teachers in the improvement of instruction; involves the stimulation of professional growth and development of teachers; the selection and revision of educational objectives, materials of instruction and methods of teaching; and the evaluation of instruction.²⁰

¹⁹ J.W. Getzels, J.M. Lipham and R.F. Campbell, Educational Administration as a Social Process, New York, Harper and Row, 1968, p. 64.

²⁰ C.V. Good (ed.), The Dictionary of Education, New York, McGraw-Hill, 1959, p. 539.

Administrative atmosphere refers to that aspect of total school climate which is a direct result of teacher-principal interaction. In this study it will refer to administrative atmosphere as perceived by teachers. The term organizational climate referred to in parts of this study may be used interchangeably with administrative atmosphere.

(b) Assumptions.- Each school in this study was viewed as a social system which was classified in terms of administrative atmosphere. In using the social system concept, the following assumptions are included:

1. Teachers and principal are conceived to be operating in a superordinate-subordinate relationship. Functionally, this hierarchy of relationships is the locus for allocating and integrating roles and facilities in order to achieve institutional goals.²¹
2. The behaviour of the leader and leader-follower interaction in this situation does produce different administrative atmospheres.²²
3. The administrative atmosphere can be classified along a continuum by the Likert and Likert Profile of a School Instrument. This is supported by the authors of the instrument who specify in their directions that the subjects treat the variable as being along a continuum. The assumption is that the data obtained from this instrument are of a continuous nature.²³

21 Getzels et al., op. cit., p. 317-325.

22 R.F. Harvey, School Organizational Climate and Teacher Classroom Behaviour, unpublished doctoral thesis, University of Alberta, 1965, p. 63.

23 Jane Likert and R. Likert, Profile of a School Instrument, adapted from R. Likert, The Human Organization. Its Management and Value, Toronto, McGraw-Hill, 1967.

(c) Limitations of the Study.- This investigation was limited to randomly selected elementary schools in the regional municipality of Ottawa-Carleton. This particular population was selected due to the fact that principals were now recognized as full-time administrators. None of the schools studied had a principal with teaching responsibilities.

Generalizations which are drawn from the study should be limited to the population sampled, or in a cautious manner, to school systems similar in parameter.

This study was purposely limited to teacher expectations for supervision by the principal. To broaden the investigation to take into consideration other referents would necessitate increasing the principal's functions outside the realm of supervision. This microscopic approach dealing with a particular factor allows expectations for supervision to be described and analyzed. These findings can then be fitted together into a larger framework of administrative theory.

The theoretical rationale proposed to account for variations in teacher expectations, like any theoretical scheme, of course takes into consideration only a few of the many possible conditions that have a bearing on the phenomena under investigation. There are undoubtedly other aspects than the ones employed by the writer to explain these variations. Therefore, this study was not an investigation of the total

administrative role of the principal but rather a study of one particular aspect, namely, the supervisory role, as perceived by teachers.

It was not the purpose of this study to investigate the effectiveness of various types of supervisory practices. Instead, the purpose was to analyze and determine what relationships exist between administrative atmosphere and supervisory expectations held by teachers for principals.

4. Plan of the Report.

The foregoing pages have presented a perspective of the problem under investigation. The following chapter contains a review of the research already completed in the area of teacher expectations for supervision by the principal. The research on administrative atmosphere as it relates to the study is also presented. Chapter three presents a method for designing and validating a device to measure teacher supervisory expectations. The second instrument utilized in the investigation is discussed. The fourth chapter presents the results of the statistical analysis. Based upon the results of the analysis a discussion of the findings is presented in chapter five.

CHAPTER II

SURVEY OF THE LITERATURE

In this chapter the theory and supporting research of three major factors will be presented. These factors include:

1. general expectations held by teachers and the effects of these expectations on the superordinate-subordinate relationship within the school;
2. a classification of specific supervisory expectations held by teachers for the principal in a school situation; and
3. the concept of administrative atmosphere and its effect on the principal-teacher relationship.

The teachers as subordinates in the hierarchical setting of the school have meaningful expectations concerning the behaviour of the principal. The results of investigations dealing with the consequences of such expectations being fulfilled by the principal are not conclusive.

Specific supervisory expectations held by teachers for the principal have been conceptualized to include four functions. These functions have been categorized as facilitative, consultative, innovative, and evaluative. A review of research studies suggested that teacher supervisory expectations within schools can be classified in this manner.

Individual atmospheric differences among schools have been determined by the use of climate description questionnaires. Attempts by researchers to relate administrative

atmosphere to various situational factors have proven unsuccessful. Administrative atmosphere appears to be a vehicle used by the principal to accomplish certain objectives. One of the primary objectives within the school situation has been identified as instructional improvement.

The resulting relationships among these factors will be presented in the following pages. The chapter will terminate with suggested hypotheses for testing these relationships.

1. General Expectations of Teachers.

The fact that people do not behave in a random manner, but rather their behaviour is influenced to some degree by their own expectations and those of others in a group in which they are participants, has long been discussed by theorists. The notion of expectations is central to the formulations by Linton,¹ Parsons,² and Davis.³ Three basic ideas which appear in all their conceptualizations are that individuals (1) in social locations, (2) behave (3) with reference to expectations.⁴

1 R. Linton, The Study of Man, New York, Appleton-Century, 1936, p. 107.

2 T. Parsons, "Age and Sex in the Social Structure of the United States," American Sociological Review, Vol. 7, 1942, p. 604-616.

3 K. Davis, Human Society, New York, Macmillan Co., 1948, p. 90.

4 W. Gross, W.S. Mason and A. McEachern, Explorations in Role Analysis, New York, Wiley, 1966, p. 17.

The writings of Sargent, a psychologist, are primarily focused on the consideration of the individual's perception of expectations. He discusses the methods by which "the demands and expectations of those in the group affect their behaviour."⁵

The importance of expectations is summarized by Gross et al.:

Regardless of their derivation, expectations are presumed by most role theorists to be an essential ingredient in any formula for predicting social behaviour. Human conduct is in part a function of expectations.⁶

Applying this concept of expectations to the principal-teacher relationship within the school situation, Guba and Bidwell presented the following premise:

Teachers and principals are in a complementary role relationship. Each holds role expectations which serve to define the behaviour of the other; each perceives and evaluates the behaviour of the other; and each sanctions, positively or negatively, the observed behaviour of the other. Hence, for the role of the teacher, the principal is the legitimate alter and vice versa.⁷

Thus, the teacher in a school situation has legitimate expectations concerning the role of the principal. The results of

⁵ S. Sargent, "Concepts of Role and Ego in Contemporary Psychology," in J.H. Rohrer and M. Sherif (eds.), Social Psychology at the Crossroads, New York, Harper and Bros., 1951, p. 360.

⁶ Gross et al., op. cit., p. 18.

⁷ E.G. Guba and C.E. Bidwell, Administrative Relationships, Chicago, The Midwest Administration Centre, University of Chicago, 1957, p. 1.

several studies attempted to support the proposition that principals, as professional leaders in educational administration, must fulfill the expectations of teachers in order to bring about effective instructional improvement. The following investigations are concerned with general expectations held by teachers concerning the behaviour of the principal.

Research by Chase⁸ in 1953 investigated the value of a principal's knowledge of teacher expectations. He hypothesized that when teachers' expectations are fulfilled with regard to the leadership of administrators, the morale of the teachers is high. The investigation involved the interviewing of over four hundred teachers in five school systems, and analysis of eighteen hundred questionnaires from teachers and principals. No information concerning the type of interview conducted is available. It appears from the information that teachers were asked to relate their level of satisfaction and their confidence in the leadership of the principal. The results are listed in percentages suggesting that appropriate statistical procedures were not used. Chase concluded his investigation with the following statement:

⁸ F.S. Chase, "Professional Leadership and Teacher Morale," Administrator's Notebook, Vol. 1, No. 8, 1953, p. 1-4.

We may say, then, that when teachers' expectations with regard to the leadership of the principal are met in a high degree, there are roughly seventy chances in a hundred that they will be enthusiastic about teaching, and less than one chance in a hundred of active dissatisfaction.⁹

Responses to the questionnaire appear to have been of the open-ended type which were classified by the researcher. No attempt is made in the study to relate teacher satisfaction with leadership to principal effectiveness. In spite of reservations concerning instrumentation, this study was a beginning in the examination of general expectations concerning the role of the principal.

A follow-up study by Moyer¹⁰ investigated the principal-teacher relationship. This investigation was based on the theory that followers' expectations in a leadership situation are of crucial importance in determining the success of the activity and, in turn, in measuring the individual satisfaction derived by the persons interacting in the situation. In applying this theory to a school situation, Moyer hypothesized that teachers do develop a particular expectancy as to how the principal should feel and act toward them. An impressive Q-sort instrument was designed to measure teacher expectations toward leadership. A five-point rating scale was used for

9 Ibid., p. 4.

10 D.C. Moyer, Teacher Attitudes Toward Leadership as They Relate to Teacher Satisfaction, unpublished doctoral thesis, University of Chicago, 1954.

teachers to indicate their satisfaction with the principal and the teaching situation.

The greatest weakness in the study is the sample used in the investigation. Only seven schools were studied and these were chosen by their willingness to participate. Since the schools were not randomly selected, one is led to question the results of the study. The fact that teachers indicated a willingness to participate might suggest an innate satisfaction with the position. The instrumentation and analysis of data are strong points of the study. In spite of the reservations due to the sample, the following conclusions were interpreted as relevant to the investigation proposed by the writer:

1. Teachers do have a mental picture of an ideal leader with whom they would like to work in their school situation.
2. The more closely their ideal leader picture coincides with the type of leadership they perceive to exist in their situation, the more their feelings of satisfaction from working in the school are increased.
3. Greater dissimilarity between their ideal and their perceived reality results in reduced satisfaction.

Campbell¹¹ attempted to relate teacher-principal interaction concerning expectations with satisfaction, confidence in leadership, and teacher effectiveness. The following problem was posed. If there is substantial disagreement between

¹¹ M.V. Campbell, "Teacher-Principal Agreement on the Teacher Role," Administrator's Notebook, Vol. 7, No. 6, February 1959, p. 1-4.

teacher and principal concerning teacher expectations, what is the effect in terms of teacher satisfaction and teacher effectiveness? The investigation was conducted in fifteen schools and comprised 284 teachers. Each principal was asked to identify what he expected his teachers to do. In addition each teacher was asked to state what he most expected in the teaching situation. The principal also rated the effectiveness of the teachers in his school while the teachers indicated their degree of satisfaction and their confidence in the leadership of the principal. From these data, Campbell was able to (1) obtain the degree of agreement concerning teacher expectations between each teacher and his principal; (2) rank the teachers from high to low agreement; and (3) determine the relationship between amount of agreement and a teacher's satisfaction, effectiveness and confidence in leadership.

The initial hypothesis relating principal-teacher agreement on expectations to satisfaction was substantiated. The highly satisfied teachers consistently mentioned certain attributes of the principal. The results of this finding are not surprising. One would expect teachers to be more satisfied in a situation where the principal agrees with their concept of the teacher's role.

The second related finding is more difficult to accept. The hypothesis advanced was that those teachers whose

expectations coincided with the principal's expectations would be rated more effective in the teaching situation. The effective teachers were the ones whose wants and needs were similar to the principal's expectations. It seems logical that a principal would rate a teacher's effectiveness in terms of how well that teacher performs the role which the principal sees necessary for achieving the goals of the organization. If there is substantial disagreement between teacher and principal on the expectations, conflict could occur and the principal's tendency would be to assign a low rating in effectiveness. This indeed seems to have been the result in Campbell's study. It leads to a conclusion in the study that effectiveness ratings are no better than the criteria used in making such judgments.

The following conclusion is presented by Campbell:

The principal occupies a vital spot in the organization of the school. The nature of the teacher-principal relationship is instrumental in determining teacher satisfaction, effectiveness, and confidence in leadership.¹²

The foregoing discussion would lead one to question this conclusion as it deals with teacher effectiveness.

The findings of Chase, Moyer, and Campbell substantiate the broad theory of leadership which suggests the importance of a knowledge of subordinate expectations by supervisory

¹² Ibid., p. 4.

personnel. However, they fail to establish with any degree of certainty the relationship between teacher satisfaction, teacher effectiveness and the extent to which teacher expectations are fulfilled by principals.

Thus, a knowledge of teacher expectations by the principal is important in the school situation. The consequences of such knowledge have not been adequately examined. Kahn¹³ suggested that a knowledge of specific expectations is necessary to avoid role conflict and ambiguity. Merton¹⁴ concludes that the effective supervisor must be aware of the expectations held by subordinates in order not to violate these norms and thus reduce his authority.

A study by Haralick¹⁵ proceeded from the theoretical rationale suggested by Kahn and Merton. She suggested that in the school setting teachers have meaningful expectations. The extent to which the principal complies with these expectations is important to the teacher. The hypothesis tested was that teacher satisfaction is influenced to a greater degree

13 R.L. Kahn, Organizational Stress: Studies in Role Conflict and Ambiguity, New York, John Wiley and Sons, 1964, p. 11-34.

14 R. K. Merton, Social Theory and Social Structure, New York, Free Press, 1957, p. 339-340.

15 Joy G. Haralick, "Teacher Acceptance of Administrative Action," Journal of Experimental Education, Vol. 37, No. 2, Winter 1968, p. 38-47.

by the extent which principals comply with teacher expectations than by the degree of democratic behaviour exhibited by the principal. Data were collected from 108 schools containing 1250 teachers. The teachers completed a questionnaire which indicated their perception of the autocratic-democratic nature of their principal, their satisfaction, and the degree to which the principal complied with their expectations. The hypothesis that the compliance of the elementary school principal with teacher expectations has a stronger relation to teacher satisfaction than does his democratic behaviour was substantiated. This appears to be a strong vote of confidence for principal behaviour which takes into account the expectations of teachers. Closer analysis reveals a weakness in the instrumentation of the study. Teachers were restricted in their responses concerning expectations. The results of a study by Becker¹⁶ were used to suggest teacher expectations for the principal. These included (1) he should back up the teachers in front of parents; (2) he should back up the teacher in front of pupils; (3) he should be a good disciplinarian. One is not surprised that teachers were satisfied when these expectations are fulfilled. If the principal cannot be counted on for help with disciplinary problems or if he

¹⁶ Howard S. Becker, "The Teacher in the Authority System of the Public School," in Amitai Etzioni (ed.), Complex Organizations, New York, Holt, Rinehart and Winston, 1961, p. 243-251.

frequently sides with parents and pupils, the teacher's classroom authority may be weakened. The teacher caught in this dilemma cannot trust the principal and may certainly become dissatisfied with the job. However, if the principal complies with these expectations the teacher's authority in the classroom is upheld. It follows that in many cases the teacher could be content with this "backing" by the principal and have little need for communication with him at all. Thus, his democratic or autocratic behaviour concerning these expectations may be of little consequence. Would this same hypothesis be substantiated if it dealt with teacher expectations concerning other aspects of the principal's role? This is not elaborated on in the Haralick study.

Summary.- A great deal of misconception concerning the results of studies dealing with the principal's knowledge of teacher expectations has been evidenced during the past twenty years. Even more disturbing is the conflicting evidence resulting from investigations which dealt with the principal's compliance with teacher expectations. It appears that teachers do have meaningful expectations concerning the role of the principal. The extent to which these expectations are fulfilled by the principal has some effect on the principal-teacher relationship. Given this information we have not proceeded very far. It is suggested that the failure of researchers to take into account general findings and apply

them to specific aspects of the principal's total administrative role has contributed to this dilemma. Specifically, teacher expectations concerning principal behaviour appear to indicate an approval or disapproval for the principal's attempts at leadership. This possibility is supported by Stogdill when he describes expectations as:

Readiness for reinforcement, a function of drive, the estimated probability of occurrence of a possible outcome, and the estimated desirability of the outcome.¹⁷

Further analysis under which teacher expectations appear operative is needed. The principal and teacher are in a superordinate-subordinate relationship within the school setting.¹⁸ Attempts at leadership by the principal must consider the expectations of teachers.¹⁹ The improvement of instruction has been designated as a crucial area in the leadership role of the principal.²⁰ It is suggested that a study dealing with a specific aspect of the principal's total administrative role, namely, supervision of instruction, will contribute to the relevance of teacher expectations.

¹⁷ R.M. Stogdill, Individual Behaviour and Group Achievement, New York, Oxford Press, 1959, p. 63.

¹⁸ J.W. Getzels, M. Lipham and R. Campbell, Educational Administration as a Social Process, Theory, Research, Practice, New York, Harper and Row, 1968, p. 52.

¹⁹ Ibid., p. 133-145.

²⁰ F. Enns, "Supervision of Instruction: A Conceptual Framework," Canadian Education and Research Digest, September 1968, p. 288.

2. Teacher Expectations for Supervision by the Principal.

In this section is presented a theoretical rationale for the study of supervision and empirical support for such a theory.

There has been a tendency for modern theorists and researchers to interpret supervision in a broad sense.²¹ It is often used synonymously with the total administrative function.²² In this interpretation it represents the total influence which the principal exerts upon his school for a good instructional program. The fallacy of such a conceptualization is apparent in two directions. First of all, the supervisory function is then confused with other aspects of the administrative position. Secondly and more important, the principals risk the danger of rationalizing themselves away from direct involvement with teachers and into other less onerous tasks.

The concept of supervision proposed by the writer agrees with Harris²³ who envisions the improvement of instruction as one of the broad tasks of educational administration.

21 Anne E. Trask, "Principals, Teachers and Supervision. Dilemmas and Solutions," Administrator's Notebook, Vol. 13, No. 4, December 1964, p. 4.

22 B.M. Harris, Supervisory Behavior in Education, New Jersey, Prentice-Hall, 1963, p. 11.

23 Ibid.

In the school situation it concerns mainly those particular activities which are intended to maintain and promote the effectiveness of learning and teaching by working directly with teachers.

This view of supervision supports the definition proposed by Good in 1955:

The efforts of designated school officials directed toward providing leadership to teachers in the improvement of instruction involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching, and the evaluation of instruction.²⁴

The designated school official referred to by Good is the school principal in the present study. The role of the principal in the supervision of instruction is conceptualized to involve four functions. Activities or techniques within these four categories comprise the total possible role of the principal in supervision as it relates to the above definition. It does not concern itself with out-of-class pupil contacts, administrative directives or other situational aspects. It is necessary to emphasize that it involves only those activities involving teachers in the learning situation. In other words, it is the ways in which principals go about the task of helping teachers in their schools, either singly

²⁴ C.V. Good (ed.), The Dictionary of Education, New York, McGraw-Hill, 1959, p. 539.

or in groups, to improve the effectiveness of their teaching.

In this study the writer has conceptualized the role of the principal in supervision to include the following four functions. These have been designated as: (1) facilitative, (2) consultative, (3) innovative, (4) evaluative. This framework was originally developed at the University of Alberta by Andrews and Enns.

In an article in 1959, Andrews²⁵ developed the background for this rationale. The principal was now recognized by teachers, principals and superintendents as the person charged with the improvement of instruction. The idea had been accepted but the path had not been charted. In that article, Andrews proposed that the role of the principal could incorporate the following functions: evaluative, consultative and motivational.²⁶ Further elaboration by Enns in 1963 added the program development function.²⁷ After considerable revision, a follow-up rationale was presented in 1968 by the same author.²⁸ At that time he made the following suggestion:

25 J.H.M. Andrews, "The Principal. A Unique Supervisor," in A.W. Reeves (ed.), The Canadian School Principal, Toronto, McClelland and Stewart, 1962, p. 60.

26 Ibid.

27 F. Enns, "Supervision: A Rationale," Canadian Administrator, April 1963, p. 1-4.

28 -----, "Supervision of Instruction: A Conceptual Framework," Canadian Education and Research Digest, September 1968, p. 283-297.

Supervision may be thought to consist of five functions, staffing, stimulation, consultation, program development and evaluation.²⁹

The classification proposed by the writer corresponds with those suggested by Enns. The staffing function is left out for two reasons. From a practical standpoint, the population studied did not contain principals who were concerned with the staffing function. Secondly, and more important theoretically, the staffing function involves other aspects of the administrative function not dealt with in this conceptualization.

The four functions will be defined and described along with supporting research to indicate their relevancy to the study.

The Facilitative Function.- In this instance, the role of the principal is to provide proper managerial support for the teacher. The term facilitative is used by the writer due to the many connotations suggested by the words motivation and stimulation.

Argyris suggests that the individual's needs and the formal organization's demands are basically incompatible.³⁰ The outcome of this is frustration to the individual, manifested through defense mechanisms which ultimately lead to the

²⁹ Ibid., p. 283.

³⁰ C. Argyris, "Organizational Leadership and the Individual and the Organization: Some Problems of Mutual Adjustment," Administrative Science Quarterly, Vol. 2, 1957, p. 1-24.

attenuation of the organization's goals. If such a situation does exist and there is considerable evidence to support Argyris' proposition,³¹ then the role of the principal is important in de-emphasizing this incompatibility.

In a study using the facilitative role as one of his functions, Ziolkowski suggested the following:

The teacher needs to be given the assurance that his basic physical, security and ego needs will continue to be met, and in so doing, to free him for the pursuit of the higher level needs which include the need to excel in one's own vocation and the need to contribute significantly to the common good.³²

Blau and Scott³³ suggest that this is the most important area of concern for the supervisor. It is through this function that he must extend the scope of his formal authority to which the employee obligates himself when he accepts the legal contract of employment. If employees are to exert real effort, accept responsibility or exercise initiative, the supervisor must devise ways and means of encouraging employees to go beyond the minimum of performance required by the legal contract of employment. It is suggested that this may be done not so much through a strategy of domination as through the adoption of a supervisory style which tends to obligate

31 C. Argyris, Personality and Organization, New York, Harper, 1957, p. 237.

32 E.H. Ziolkowski, A Study of Practices Employed by High School Principals in the Supervision of Instruction, unpublished Master's thesis, University of Alberta, 1965, p. 18.

33 P.M. Blau and W.R. Scott, Formal Organizations, San Francisco, Chandler Publishing Co., 1962, p. 140-164.

subordinates to the superior. In this way, norms of allegiance are established within the group. These norms of allegiance and respect become very important within the school. It is in the general interest that all members honour their obligations to the supervisor. Thus, the extension of the supervisor's power is legitimated.

When this general concept is applied to the principalship it is suggested that one of the principal's roles in supervision within the school will be to enhance the principal-teacher relationship. The methods categorized under this function have been labelled facilitative.

Although it is not the intention of the writer to classify the functions in order of importance, this one may well be the most important. In some respects the success of the other functions will depend on the degree to which the facilitative category is realized.

What evidence do we have that teachers also see this function as one of their expectations for supervision by the principal? Since the results of several studies will be presented throughout this section, a note of caution is necessary. There is no scarcity of studies dealing with supervisory expectations held by teachers. Investigations attempting to find out what teachers expect in the way of supervision by

the principal appeared forty-five years ago.³⁴ In spite of this fact they bear little relevance to the problem under present investigation. Most of the studies are merely surveys. In many of these investigations a group of teachers was asked to complete a questionnaire and the results were published in percentages. Even more disturbing is the fact that little evidence is suggested that these studies were proceeding from a specific theoretical rationale. Frequently they appear to be attempts at justifying a particular supervisory program. In many instances the purpose appears to have been to fulfill the requirements of a degree program with little or no concern for advancing knowledge. These comments by the writer are supported by Croft³⁵ after a survey of the literature.

The investigations discussed in defence of the supervision theory proposed are, in the opinion of the writer, the best available.

An investigation by Medsker³⁶ supported the view that one of the main functions of the principal is facilitative in

³⁴ O. Saunders, "What Do Teachers Want From the Principal in His Capacity as Supervisor?" School Review, Vol. 33, October 1925, p. 610-615.

³⁵ J.C. Croft, "The Principal as Supervisor: Some Descriptive Findings and Important Questions," Journal of Educational Administration, Vol. 6, No. 2, October 1968, p. 162.

³⁶ J. Medsker, The Job of the Elementary School Principal as Viewed by Teachers, unpublished doctoral thesis, Stanford University, 1954.

nature. Medsker selected thirty schools randomly from the City of Oakland, California. The critical incident technique was used to identify teacher expectations for principal behaviour. Extensive interviews were held with three teachers randomly chosen within each school. Each teacher was asked to recall as many critical incidents as possible involving the principal. The critical incident is defined as:

[...] any observable type of human activity which is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act.³⁷

The ninety teachers interviewed described 402 incidents in which they believed they had observed principals behaving effectively and ineffectively. The investigators analyzed the results and assigned them to categories. They were then able to describe the expectations held by teachers for an effective principal. The most frequently mentioned expectation was in the area of facilitating teacher development. It must be remembered that we are dependent upon the researchers for proper classification of the incidents. In addition to this, it is quite possible that incidents of another nature might be more difficult to outline. The researcher indicates that one must accept their findings with reservation in applying

³⁷ J. Medsker, "Teachers and Parents Describe the Effective Principal's Behavior," Administrator's Notebook, Vol. 4, No. 1, September 1955, p. 1.

them to any other population. In terms of methodology, this study supplies the best defence for the facilitative function.

A Canadian study by Ziolkowski³⁸ supports the facilitative function as being the most important in instructional improvement. The purpose of the study was to investigate differences in the supervisory practices and in the general supervisory style of the principals in high schools judged as either superior or inferior. The criterion for evaluation was on the overall effectiveness of the program of supervision as judged by provincially appointed superintendents. Twenty-four schools of superior quality and a similar number of inferior schools were used in the study. Teachers were asked to respond to a questionnaire measuring the extent to which certain supervisory practices had been used with them over the past year.

It was concluded that certain supervisory practices were extensively used and did tend to distinguish the two categories of schools. The facilitative function was the most prominent in his findings. The term motivation as used in the Ziolkowski study is synonymous with the word facilitative in the present study. The following comment is made:

38 Ziolkowski, op. cit., p. 135.

Evidence produced by the study suggests strongly that where principals had succeeded in improving the classroom performance of teachers it was predominantly through the motivational function. They provided the stimulus required to enable teachers to operate at their professional best.³⁹

One could perhaps question the superintendent's rating as a criterion of the effectiveness of supervision. However, Ziolkowski's study is the only one available which has attempted to evaluate the overall effectiveness of a supervisory program.

Another Canadian study by Hrynyk⁴⁰ supports the facilitative function. The opinions of teachers in the West Jasper Place Public Schools in Alberta were examined regarding the relative desirability of supervisory techniques. The study dealt with 105 supervisory services on a three-point desirability scale. By means of ranked medians the least and most desired areas of supervision were identified. Consensus on the most desirable function listed those techniques which were facilitative in nature.

39 E.H. Ziolkowski, "Practices in the Supervision of Instruction," Canadian Administrator, Vol. 5, No. 1, October 1965, p. 4.

40 N.L. Hrynyk, Supervisory Needs, West Jasper Place Public Schools, unpublished Master's thesis, University of Alberta, 1963.

Studies by Lowe⁴¹ and Antell⁴² support the fact that teachers have facilitative expectations. Their findings must, however, be regarded with some reservation due to the survey nature of the investigations.

A study by Becker⁴³ found expectations which could be classified as facilitative. The intent of his thesis was to find out the role and career problems of teachers in the Chicago public schools. For this reason it is not surprising that the expectations would fall into this category. At the time of the study the principal was granted little time for supervision and was often visualized as a disciplinarian.⁴⁴

The facilitative function has been proposed as a key area of importance in a program of instructional improvement. Research studies support the fact that teachers also hold expectations for this aspect of the supervisory program.

The Consultative Function.- In this function the role of the principal in supervision is conceived to be teaching

⁴¹ J. Lowe, Status of the Work of the General Elementary Supervisor in Indiana, unpublished doctoral thesis, Indiana University, 1952.

⁴² H. Antell, "Teachers Appraise Supervision," Journal of Educational Research, Vol. 38, 1945, p. 606-611.

⁴³ H.S. Becker, "The Teacher in the Authority System of the Public School," in A. Etzione (ed.), Complex Organizations: A Sociological Reader, New York, Holt, Rinehart and Winston, 1961, p. 243-251.

⁴⁴ E. Stoops and J. Marks, Elementary School Supervision: Practices and Trends, Boston, Allyn and Bacon, 1965, p. 3-11.

teachers to improve their instruction. Most teachers need to learn more about teaching in order to become more effective teachers.⁴⁵ Therefore, this function is aimed at improving the performance of teachers by providing them with the opportunities to learn more about their work and by providing them with assistance in the analysis and solution of their problems.

The role of the principal in this function is emphasized by Spain, Drummond and Goodlad:

The elementary school principal holds a key position in the improvement of the professional staff. He is the acknowledged and appointed staff leader. Whether he wants to or not he will discover that among his most important functions are those related to "teaching teachers." Whether the school becomes a challenging educational enterprise or a dull and dreary place for children depends not so much upon what is there at the outset of his effort as upon the quality of leadership he provides in this area.⁴⁶

The principal in this role makes it possible for the teachers to maintain their professional knowledge and competence. Consultation may involve individuals or groups. It may involve the services of an outside consultant, or it may consist of the person learning from printed materials.

Enns has described this aspect of supervision in the following manner:

⁴⁵ Enns, op. cit., p. 288.

⁴⁶ C.R. Spain, H.R. Drummond and J.I. Goodlad, Educational Leadership and the Elementary School Principal, New York, Rinehart, 1956, p. 69-70.

It is the function of increasing the teacher's knowledge either generally or specifically, serving to bring the individual to an acceptable level of knowledge or helping him to keep abreast once he has reached that level.⁴⁷

The interrelatedness of this consultative aspect with the facilitative function is apparent. Little progress can be made in identifying and solving teacher problems unless he has a sense of accomplishment and security in the situation.

A study by Bradfield⁴⁸ supports the premise that teachers have expectations for the principal which could be classified as consultative. Data concerning elementary school teachers, their expectations and extent of supervisory assistance were obtained from fifty selected schools in the State of Arkansas. A total of 472 completed questionnaires were analyzed by the researcher. The study used an unstructured questionnaire in the collection of data. In addition, considerable information concerning educational background, years of experience, and school size was collected. The results did indicate quite clearly that the teachers sampled in his study expected consultative help most of all. They sensed their greatest problem was in acquiring help to perform better in the classroom, e.g., they wanted to be given opportunities to present any problem of teaching to the principal and discuss ways and means of dealing with it. A

⁴⁷ Enns, op. cit., p. 291.

⁴⁸ L.E. Bradfield, Elementary School Teachers: Their Problems and Assistance, unpublished doctoral thesis, Indiana University, 1953.

book published by Bradfield⁴⁹ discusses suggested ways to take care of this consultative problem. The book has received wide acclaim in the area of supervision since its publication.

Further investigations by Palmer,⁵⁰ Malone,⁵¹ and Cappa⁵² also identified the consultative function as being expected by teachers. These studies could also be faulted as being primarily surveys with little evidence of a theoretical purpose. They do, however, lend support to the suggestion that teachers sense the need for help in making their performance more effective by consultative techniques.

The consultative function has been identified as an important aspect in any program directed towards instructional improvement. A survey of the literature indicates that teachers also see this function as being important.

The Innovative Function.- In this instance the principal's role in supervision involves activities aimed at

⁴⁹ L.E. Bradfield, Supervision for Modern Elementary Schools, Ohio, Merrill Publishing, 1964.

⁵⁰ W.R. Palmer, A Study of Existing and Desired Supervisory Practices in the Indianapolis Public Schools, unpublished doctoral thesis, Indiana University, 1955.

⁵¹ C.F. Malone, Attitudes of Teachers Toward Supervisory Services Employed by Building Principals, unpublished doctoral thesis, University of Kansas, 1960.

⁵² D. Cappa and M. Van Meter, "Opinions of Teachers Concerning the Most Helpful Supervisory Practices," Educational Administration and Supervision, Vol. 43, 1957, p. 217-222.

improving the instructional program. These could include variation in subject content, modification in order and method of presentation, experimentation in teaching techniques, use of audio-visual devices, adaptation of programmed learning and use of team approaches.⁵³

The instructional program is the key to teaching and learning within the school. The more adequate the program, the greater the chance of the school attaining its instructional goals. Since it is through the interaction of pupils, teachers and instructional program that learning takes place, it is important that the principal consider this area as one of paramount importance.⁵⁴

Innovation as presented in this rationale can refer to individuals or to groups. The purpose of supervisory activities in this area is to introduce programs which attempt to meet more adequately the needs of boys and girls.

In an article dealing with change and the school principal, Holdaway and Seger arrived at the following conclusion:

⁵³ Enns, op. cit., p. 288.

⁵⁴ L.H. Morin, "Role Perception and Principals," Canadian Administrator, Vol. 4, No. 5, February 1965, p. 1-4.

Principals should see themselves as important agents in the change process, be constantly searching for areas where they can innovate and realize that they can, by their practices, influence innovation decisions made by others in the school system.⁵⁵

Investigation by Cappa and Van Meter⁵⁶ supported the contention that teachers also expect innovative behaviour from the principal. An effort was taken by these researchers to find out what particular techniques of supervision were most desired by teachers. Their purpose was to locate these specific practices and then implement the findings. Twenty-four most commonly used techniques in supervision were gathered through a survey of the literature, discussions with educational personnel and from their experience as teachers and principals. Their list was submitted to a panel of educators for final analysis. Each respondent was asked to state his desires on a five-point scale. The responses could range from most helpful to not helpful. Although only 137 returns were used in the study, the writer feels that the findings were valid. Ninety-six per cent of the teachers studied rated the innovative function as helpful. The researchers stated this fact as one of the most important conclusions in their study. From the standpoint of methodology, involving such aspects as

⁵⁵ E.A. Holdaway and J.E. Seger, "Change and the Principal," Canadian Administrator, Vol. 6, No. 4, January 1967, p. 16.

⁵⁶ Cappa and Van Meter, op. cit., p. 221.

sampling procedure, instrumentation and analysis of data, this study is one of the strongest in the literature.

One of the earliest studies reported in the literature on the topic of supervisory expectations reports the innovative function in its conclusion. This investigation by Saunders⁵⁷ was attempted to give principals more information on teacher wants in supervision. It was concluded that assistance in implementing effective techniques and innovations was most important in teacher expectations. A study by Bradfield⁵⁸ also suggests this function as being important to teachers.

The investigation by Ziolkowski⁵⁹ already described suggested innovative practices were used in superior schools and were mentioned frequently by teachers.

The previous study by Hrynyk⁶⁰ suggested innovative practices as being important to teachers.

A third task directed toward instructional improvement, namely innovation, has been suggested as important to teachers. A survey of the literature supports this statement.

57 Saunders, op. cit., p. 614.

58 Bradfield, op. cit., p. 17.

59 Ziolkowski, op. cit., p. 136.

60 Hrynyk, op. cit., p. 145.

The Evaluative Function.- This function suggests that the principal must become involved in the evaluation of the school program and in the type of teacher evaluation basic to individual development. In the strictest sense, it is an attempt to gain feedback on the effectiveness of the school so that the principal can assess the progress toward goals. Implicit within this function is the necessity for appraising existing conditions and procedures in the light of the best available knowledge in the field of education. Theorists suggest that the key person in this position in the school setting is the principal.

The importance of this aspect is emphasized by Enns:

On evaluation must be based the other functions of supervision, and indeed, the whole administrative function rests on the adequacy of the process of evaluation in all its aspects. One might even go so far as to say that the effectiveness of administration or of teaching is only as high as the effectiveness of evaluation.⁶¹

Attempts to find studies which support the fact that teachers also expect evaluation from the principal have been difficult to locate. It is suggested that the reason for this fact is that most investigations were conducted from some particular value point. In most cases the teachers were asked if they expected formal evaluation from the principal. In response to such a question it is not surprising that teachers

⁶¹ Enns, op. cit., p. 291.

did not expect evaluation from the principal. Few studies are available which approach the question of evaluation from the point of view of program. The study mentioned in a previous reference by Bradfield does support the suggestion that teachers do expect a particular type of evaluation.⁶²

In addition, the study already cited by Medsker⁶³ supports this function as a teacher expectation from the principal. The type of study used, i.e., the critical incident approach would probably be most valuable in identifying this particular task.

The evaluative function has proven to be the most elusive in the literature. It has been identified as important to instructional improvement and in some cases it seems to be expected by teachers. It was suggested that the reason for the lack of evidence in the literature was due to the improper procedure of the research studies.

Summary.- Supervision of the instructional program has been envisioned as one of the broad tasks of educational administration. The role of the principal within this area has been conceptualized to include four broad functions. These categories have been designated as facilitative, consultative, innovative and evaluative. Throughout the discussion

62 Bradfield, op. cit., p. 89.

63 Medsker, op. cit., p. 4.

the writer has attempted to stress the interrelatedness of these dimensions. In short, they are considered to be conceptually independent but in actual fact must be recognized as interactive.

A successful facilitative program stimulates professional excitement within a staff. From this aroused interest an innovative program may be developed. The evaluative program must be based on a sound knowledge of current conditions and aims for the future. It therefore is closely allied with the innovative function. Unless the principal possesses the knowledge of curricular and instructional procedures, he will be unable to perform successfully his consultative function. As a result of this interrelatedness it is suggested that a successful program of instructional improvement must include aspects of all four functions.

A survey of the literature indicates that teachers have expectations for the principal in the area of supervision. An analysis of these studies suggests that these expectations can be classified under the four functions proposed. No studies are presently in the literature which proceeded from the complete rationale proposed.

In a previous section it was concluded that teachers had meaningful expectations concerning the role of the principal. The extent to which these expectations were fulfilled by principals had some effect on the principal-

teacher relationship. It was concluded that such general knowledge needed to be applied to specific aspects of educational administration. In this section specific expectations in the field of supervision have been identified. The problem of instructional improvement has been designated to be of paramount importance in the school situation. Four functions of instructional supervision have been described. It has been suggested that all four functions must be operative to produce an effective program of instructional improvement. Implicit in this presentation was the suggestion that in certain schools elements of the supervisory expectations were not operative. The implication was that certain conditions within a school situation may directly affect the level of expectation predominant in that school. The writer has designated these conditions as administrative atmosphere. What evidence do we have that administrative atmosphere affects any aspect of the school program?

3. Administrative Atmosphere.

The possibility of individual differences among schools was slow to materialize. In 1964, Miklos⁶⁴ stated

⁶⁴ E. Miklos, Organizational Climate. The Concept and the Instrument, paper presented at the Council of School Administrators Seminar in Organizational Climate in Schools, Edmonton, Alberta, March 1964 (mimeographed), p. 1.

that the literature did not reflect an awareness of these differences. A similarity of function among schools tended to prevent development of instruments designed to measure individual deviations.

The most comprehensive work done on this concept since that date was performed by Halpin and Croft.⁶⁵ In their rationale Halpin and Croft note that there is a distinctive quality about an organization, a quality analogous to the personality of an individual.⁶⁶ Their rationale for proceeding with such a study is stated simply:

Anyone who visits more than a few schools notes quickly how schools differ from each other in their "feel." In one school the teachers and the principal are zestful and exude confidence in what they are doing. They find pleasure in working with each other, this pleasure is transmitted to the students. In a second school the brooding discontent of the teachers is palpable; the principal tries to hide his incompetence and his lack of a sense of direction behind a cloak of authority. [...] A third school is marked by neither joy nor despair, but by hollow ritual. Here one gets the feeling of watching an elaborate charade in which teachers, principal and students alike are acting out parts.⁶⁷

Subsequent research by Halpin and Croft resulted in the publication of the Organizational Climate Description Questionnaire. Studies using this instrument concluded that schools develop

65 A.W. Halpin and D. Croft, "The Organizational Climate of Schools," Administrators Notebook, Vol. 11, No. 7, March 1963, p. 1-4.

66 A.W. Halpin, Theory and Research in Administration, New York, Macmillan, 1966, p. 131.

67 Ibid.

and maintain a consistent reaction to situations. This atmosphere is characterized more by stability than change.⁶⁸ Halpin and Croft refer to this element as organizational climate.⁶⁹

In an earlier presentation Argyris also referred to this homeostatic state as the climate of an organization.⁷⁰

Bidwell⁷¹ also stresses the need for an instrument to measure the organizational character of schools. He suggests that the more information that can be obtained about organizational measurement instruments the closer the field of administration will move towards developing more exact models of organizations and more adequate theories of administration.

In the years since the publication of this instrument (OCDQ) attempts have been made to relate organizational climate to various situational factors.

A study by Feldvebel⁷² attempted to relate the organizational climate to pupil achievement and socio-economic status

68 Halpin and Croft, op. cit., p. 4.

69 Ibid.

70 C. Argyris, "Some Problems in Conceptualizing Organizational Climate. A Case Study of a Bank," Administrative Science Quarterly, Vol. 2, No. 4, March 1958, p. 501-520.

71 C.E. Bidwell, "The School as a Formal Organization," in J.W. March (ed.), Handbook of Organizations, Chicago, Rand McNally, 1965, p. 1018.

72 A.M. Feldvebel, The Relationship Between Socio-economic Status of the School Population, Organizational Climate in the School and Pupil Achievement Level, unpublished doctoral thesis, University of Chicago, 1964.

of the pupils. The sample comprised thirty schools in suburban Chicago. No significant relationship was found between the global concept of organizational climate and the variables studied.

Andrews⁷³ investigated the relationship of organizational climate to achievement using a sample of ninety-five Alberta schools. He used as his measure of achievement SCAT scores in an attempt to control the effects of academic ability on achievement. This study also found no significant relationship between student achievement and organizational climate as measured by the Organizational Climate Description Questionnaire.

A survey of the literature by Hall in 1968 arrived at the following conclusion:

Studies conducted to date indicate conflicting findings between the global concept of organizational climate and achievement, personality, teacher behaviour patterns and leadership. In some instances significant relationships have been found between certain subtests and the involved variables.⁷⁴

73 J.H.M. Andrews, "School Organizational Climate. Some Validity Studies," Canadian Education and Research Digest, Vol. 5, No. 4, December 1965, p. 317-334.

74 J.W. Hall, A Comparison of Halpin and Croft's Organizational Climate and Likert and Likert's Organizational Systems, unpublished doctoral thesis, University of Maryland, 1968, p. 43.

The investigation used to arrive at this conclusion involved only the Organizational Climate Description Questionnaire since it was the only one available to measure climate.

In 1968, Likert and Likert⁷⁵ introduced another instrument to identify educational organizations. This instrument was an adaptation of an earlier instrument developed by Rensis Likert to identify types of industrial organizations. The Likert and Likert instrument, named Profile of a School, classifies a school as one of four different systems. This instrument was first made available in 1968 and was an adaptation of an earlier questionnaire developed by Rensis Likert to measure the systems of industrial organizations. The instrument identifies administrative atmosphere as one of four systems along a continuum. These systems are labelled one to four. Systems I and II are indicative of an authoritarian style of management, while systems III and IV indicate a participatory style of management. Thus, in the presentation of this report, the term authoritarian will refer to those schools which fall to the left of the continuum. The term participatory will refer to schools which fall to the right of the continuum.

75 J. Likert and R. Likert, Profile of a School Instrument, Teacher Form, adapted from R. Likert, The Human Organization. Its Management and Value, New York, McGraw-Hill, 1967.

A comprehensive investigation was completed by Hall in 1968 to test the compatibility of the Halpin and Croft instrument and the Likert and Likert instrument. The thesis concludes with the following statement:

There is a significant positive relationship between Halpin and Croft's Organizational Climate as classified by the OCDQ and Likert and Likert's Organizational Systems as classified by the Profile of a School instrument.⁷⁶

The extensive use of the word climate has led to some misinterpretation. For this reason the term administrative atmosphere will be used by the writer. As used throughout the study, it refers to that aspect of climate which is due to principal-teacher interaction. The Likert and Likert Profile of a School instrument has been designed to measure such interaction. Further discussion concerning reliability and validity will be presented in the instrumentation section of this report.

The presentation in this section has proceeded on the guiding assumption that a desirable climate is one in which it is possible for leadership acts to emerge easily. If an organization is to accomplish its tasks, leadership acts must be initiated.⁷⁷ The principal in the school has been designated

76 Hall, op. cit., p. 90.

77 J. Hemphill, "Administration as Problem-Solving," in A.W. Halpin, Administrative Theory in Education, Chicago, Midwest Administration Centre, 1958.

as the instructional leader in that situation.⁷⁸ The principal's role in establishing such a climate for leadership is discussed by Halpin and Croft:

In gathering material for the OCDQ items, one point struck us forcibly: that the essential determinant of a school's "effectiveness" as an organization is the principal's ability, or his lack of ability, to create a climate in which he and other group members can initiate and consummate acts of leadership.⁷⁹

Research studies support the suggestion that the leader of a group has an effect on the climate of that organization. A review of the literature by Harvey arrived at the following conclusion, "Current leader behaviour styles do produce different group climates."⁸⁰

Summary.- The administrative atmosphere in a school is determined to a great extent by the principal. Attempts to relate this atmosphere to situational variables have proven unsuccessful. It appears that the establishment of a proper administrative atmosphere within a school is a vehicle by which the principal can attain certain purposes. This suggestion is supported by Hall in a survey of the literature,

78 K.F. Preuter, "The Role of the Principal in Classroom Supervision," in A.W. Reeves and J.H.M. Andrews (eds.), The Canadian School Principal, Toronto, McClelland and Stewart, 1962, p. 80.

79 Halpin and Croft, op. cit., p. 1.

80 R.F. Harvey, School Organizational Climates and Teacher Classroom Behaviour, unpublished doctoral thesis, University of Alberta, 1965, p. 63.

"Studies suggest that organizational climate is a means for accomplishing some purpose or set of purposes."⁸¹

For the principal in a school situation, one of these important purposes is instructional improvement. This fact is made clear with reference to the Ontario scene by Routley:

Responsibility has been placed upon the principal to provide professional growth for his staff. It is he who must assume responsibility for the improvement of instruction within his school.⁸²

The administrative atmosphere developed within a school is suggested to be a means by which a principal can perform the tasks of educational administration. One of these tasks has been identified as supervision of instruction.

5. Conclusion.

The theory and research presented in the foregoing sections can be summarized in the following manner.

Teachers have meaningful expectations for supervision by the principal. These supervisory expectations may be classified as consultative, facilitative, evaluative, or innovative. These supervisory expectations are a means of indicating approval or disapproval for the principal's leadership attempts in these areas.

⁸¹ Hall, op. cit., p. 43.

⁸² C.B. Routley, Elementary School Principal's Leadership Course, Ontario Department of Education, Group Reports and Special Lectures, Toronto, Department of Education, 1958, p. 38.

The interrelatedness of the four functions has been emphasized throughout the presentation. Indications are that all four functions must be operative to produce substantial instructional improvement.

The development of a proper administrative atmosphere is a means by which the principal establishes a climate conducive to achieving certain purposes. One of these important purposes has been identified as supervision of instruction.

The interrelatedness between administrative atmosphere and teacher expectations for supervision by the principal has been shown in the foregoing pages. If the administrative atmosphere is appropriate for fulfilling the purpose of instructional improvement then there should be significant differences between teacher expectations for supervision by the principal in those schools and schools where the administrative atmosphere is not conducive for this purpose.

The following hypotheses are presented to test empirically the above premise:

1. There are no significant differences between supervisory expectation scores of teachers in participatory schools and supervisory expectation scores of teachers in authoritarian schools.
2. There are no significant differences in the degree of congruency existing between supervisory expectation scores and actual perceived principal supervisory behaviour scores of teachers in authoritarian schools and corresponding scores in participatory schools.

3. (a) There are no significant differences among supervisory expectation scores of teachers in authoritarian schools.
- (b) There are no significant differences among supervisory expectation scores of teachers in participatory schools.

The data collecting and statistical analysis procedures which were utilized to examine these hypotheses are described in the following chapter.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this chapter is to familiarize the reader with the data collecting and statistical analysis procedures. The chapter begins with the presentation of the specific hypotheses stated in the null form. The sample used in the investigation is described in section two. Division three contains a description of the data collecting instruments. The results of preliminary analysis of the data are then presented. The chapter concludes with a description of the statistical procedures to be used in the detailed analysis of the data.

1. The Hypotheses.

The writer proposes to investigate the relationship between administrative atmosphere and supervisory expectations held by teachers for the principal in a school situation. The hypotheses developed to test this relationship are:

1. There are no significant differences between supervisory expectation scores of teachers in participatory schools and supervisory expectation scores of teachers in authoritarian schools.
2. There are no significant differences in the degree of congruence existing between supervisory expectation scores and actual perceived principal supervisory behaviour scores of teachers in authoritarian schools and corresponding scores of teachers in participatory schools.

3. (a) There are no significant differences among supervisory expectation scores of teachers in authoritarian schools.
- (b) There are no significant differences among supervisory expectation scores of teachers in participatory schools.

2. The Sample.

The sample of elementary schools was selected from four school systems in the Regional Municipality of Ottawa-Carleton. Principals in the schools utilized in the investigation had been appointed not later than September 1969. The sample consisted of twenty-five schools which were randomly selected.

The preliminary analysis of data comprised 303 teachers in twenty-three schools. Two of the original schools were eliminated due to the fact that the instruments could not be administered to the total staff.

The sample of subjects included all full-time teachers who were appointed in the twenty-three schools not later than September 1969. Itinerant teachers were eliminated because of their suggested unfamiliarity with administrative procedures. Both men and women teachers were included in the investigation. Schools of all sizes were represented in the study.

From the sample of 303 teachers, one hundred were selected for further investigation into supervisory expectations. This subsample consisted of all teachers whose schools

scored at the extremes of the Profile of a School instrument. A further description of this subsample is presented in section four of this chapter.

3. The Instruments Used in the Study.

The investigation employed two measuring instruments designed to measure: (1) teacher expectations for supervision by the principal; (2) the organizational types of schools. These instruments have been entitled The Supervisory Expectation Scale and The Profile of a School.¹

The Supervisory Expectation Scale.- Since no suitable instrument was available for the purpose of this study, it was necessary to construct an appropriate questionnaire.

The instrument used by Gross and Herriott² in their National Principalship Study was examined for the format. The adaptation developed and used by Richardson³ in a Canadian study was analyzed to assist in construction of the measuring instrument.

1 Rensis Likert and Jane Likert, Profile of a School Instrument, 1968. The investigator was granted permission to use this instrument in a telephone conversation on May 8, 1970. Subsequent written permission was received on May 15, 1970.

2 N. Gross and R.E. Herriott, Staff Leadership in Public Schools, New York, Wiley and Sons, 1965, xi-247 p.

3 D.N. Richardson, Expectations Held by Teachers, Principals and Superintendents for the Role of the Elementary and High School Principal, unpublished Master's thesis, McGill University, Montreal, 1969.

Formulation of the completed instrument included the following steps:

Step 1.- A list of supervisory practices was formulated on the basis of a comprehensive survey of the literature. Additional items were added from conversations with colleagues, administrators and teachers. Only those supervisory techniques which could be arranged and performed by the principal within the confines of the school were included. The list comprised both individual and group practices.

Step 2.- The items were presented to a panel of teachers and administrators to check the face validity. Several of the items were eliminated because of the technique being applicable only to American schools. Other statements were reworded to avoid ambiguity by the reader. This preparatory validation procedure yielded a list of thirty-five relevant items of principal activity in the area of supervision.

Step 3.- The rationale of the study conceptualized that the supervisory expectations of the principal could be divided into four functional areas. It was thus necessary to establish procedures for assigning each supervisory technique to one of these four functions. The list of thirty-five items was subsequently printed and sent to twenty-five principals and teachers. A covering letter was included which asked each respondent to classify the items into one of the four categories. These functions were operationally defined as:

1. Facilitative.- The role of the principal is to provide proper managerial support for the teacher. This included providing encouragement for the teacher.
2. Consultative.- The role of the principal is to improve the performance of teachers by providing them with the opportunities to learn more about their work and by providing them with assistance.
3. Innovative.- The principal's role in supervision involves activities aimed at improving the instructional program.
4. Evaluative.- The role of the principal is to obtain feedback by various means, on the effectiveness of the school so that he can assess the progress toward organizational goals.

A telephone call was made to each participant requesting his cooperation. All twenty-five completed questionnaires were returned. The respondents were selected from the population studied. However, none of these schools was used in the final collection of data.

Step 4.- From the returns certain supervisory activities were selected for each section. No item was included unless it received at least eighty per cent agreement on the classification. Ten of the items received total agreement by the respondents. Five items were selected for each of the four functions.

Step 5.- The resulting form was presented to a group of principals and teachers for analysis. Several of the techniques were reworded slightly to avoid ambiguity. At the

suggestion of the panel, five additional items were added to discourage respondents from developing a set in their replies.

Step 6.- A five-point scale was devised for the response to each item. This scale ranged from extremely important to of no importance. Subsequent values of 5 to 1 were given to the items. These values were not listed on the instrument. The same instrument was to be completed twice by the respondent. The first time was to yield the teacher's ideal supervisory expectations. The second completion measured the actual supervisory behaviour of the principal as perceived by the teacher. Detailed instructions emphasizing the difference between the two forms were contained in the questionnaire.

Step 7.- The final form of The Supervisory Expectation Scale was presented to a group of teachers to check the reliability. The same population was given the test following an interval of two weeks. The resulting reliability coefficients using the Pearson r are shown in Table I.

Teachers used in the test-retest reliability check were not used in the final sample, although they were from a school in the population.

Profile of a School (Teacher Form).- The second instrument used by the investigator was designed by Jane Likert and Rensis Likert. It provides a theoretical framework in which an explanation of human behaviour in an educational setting can be described.

Table I.-
Reliability Coefficients of Supervisory
Expectation Scale.

	Reliability Coefficients - Pearson r				
	Innovative	Evaluative	Facilitative	Consultative	Over-all
Part 1	.792	.896	.841	.909	.909
Part 2	.826	.815	.855	.870	.848
Combined 1 & 2	.870	.822	.883	.905	.885

This instrument was first made available in 1968 and was an adaptation of an earlier questionnaire developed by Rensis Likert to measure the systems of industrial organizations. A description of the industrial instrument can be found in the book The Human Organization. Its Management and Value, Toronto, McGraw-Hill, 1967. The original industrial model related the dimensions of organizational behaviour to organizational productivity.

The Profile of a School instrument was designed to identify the administrative atmosphere of a school as one of four systems along a continuum. These range from system one--authoritative, to system four--designated consultative-participative.

Seven different forms of the instrument have been developed. These include a form for superintendents, principals, teachers and pupils in elementary schools. The investigator utilized Part II of the teacher form which indicates the teacher's perception of the administrative atmosphere. This form was revised in September 1969. Thirty-one items are used which collectively describe a school. A Likert scale with twenty gradations is applied to each variable. These gradations are labelled in groups of five along a continuum from left to right as: Rarely, Sometimes, Often, and Very Frequently. Responses to the variables are dependent on the

perceptions of each teacher of the situation as it exists for him.

Values of 1 to 20 have been assigned to the gradations from left to right, but do not appear on the instrument. Scores from 0 - 5 represent a System I; 6 - 10 a System II; 11 - 15 a System III; and 16 - 20 a System IV. Respondents are asked to indicate the situation on the scale which best represents their school at the present time. All scores are rounded off to the nearest whole number.

The organizational variables incorporated in the instrument are described in the following manner:⁴

1. Leadership is a measure of the supportive behaviour of the principal in reference to the faculty. It indicates how well the faculty perceives the principal as being able to satisfy their need dispositions.
2. Motivation is a measure of how adequately the needs of the staff have been met.
3. Communication is a measure of the flow of information. It indicates direction of information flow.
4. Interaction is a measure of the interrelationships among the staff and the principal in reference to each other's needs and the goals of the organization. It indicates the degree of involvement of the faculty and the principal in establishing the goals of the organization and the degree of commitment to achieving high goals.

⁴ John W. Hall, A Comparison of Halpin and Croft's Organizational Climate and Likert and Likert's Organizational Systems, unpublished doctoral thesis, University of Maryland, 1969, p. 16.

5. Decision-making is a measure of the organization's network of information and decision inputs and outputs among staff and the principal. It indicates the point within the organization where decisions are made.
6. Control is a measure of the type of influence that the principal exerts in relation to the staff to assist the organization in achieving its objectives. It indicates the degree to which the principal exerts organizational pressure on the staff.
7. Performance goal is a measure of the commitment felt by the faculty and the principal to achieve the objectives of the organization. It indicates the degree to which members of the organization expect high performance.

Schools identified as Systems I and II (authoritative) on the Profile of a School instrument could be described in the following manner. The staff member perceives the relationship between himself and the principal as non-supportive and ego-deflating, one which decreases his sense of personal worth and importance. The relationship is viewed as being inadequate in developing congruence between the fulfillment of his personal needs and the attainment of the goals of the organization. Decision-making is primarily in the hands of the principal and the staff has little responsibility in the establishment of the goals of the organization. The principal exerts considerable control over his teachers to achieve the objectives of the organization. Communication flows are primarily downward. Teachers are poorly motivated to produce and there is little student, staff and principal interaction.

Desire for performance is generally poor and unfavourable attitudes exist between principal and teacher.

Schools identified as Systems III and IV and designated participative-consultative management systems would be described as follows. The staff member perceives the relationship between himself and the principal as being supportive and ego-building, one which contributes to his sense of personal worth and importance. The relationship is viewed as being helpful in developing congruence between the fulfillment of his personal needs and the achievement of the goals of the organization. The principal and his staff share in the decision-making process and goal-setting for the organization. The principal encourages faculty self-control toward the attainment of educational objectives. Communication flows are upward, downward and lateral. Teachers are highly motivated to produce and there is much student, teacher, principal interaction. Desire for performance is usually high and favourable attitudes prevail between the principal and teachers.

Validity and Reliability.- No data are presently available on the validity of the revised form of the Profile of a School instrument.

Since the Profile of a School form was adapted from the Likert industrial instrument, the following statements seem in order. These remarks are made with the knowledge that

great caution must be taken in attempting to generalize from one instrument to another.

Likert compared the responses of managers on each item with the responses on each of the other items in the instrument. This revealed a high level of intercorrelation and gave credibility to the internal consistency of the instrument.

High correlations were also found between the odd number and even number questions corrected by the Spearman-Brown formula.⁵

The validity of the instrument was supported by a number of experiments conducted in manufacturing companies during the early 1960's. In these experiments the variables measured by the instrument were studied by the personnel of these companies. Over a period of three to four years the nature of the variables changed from Systems I and II to Systems III and IV with the result of increased production.⁶

Administration of the Instrument.- In the spring of 1970, the investigator met with the school administrators responsible for the four school jurisdictions used in the study. The purpose of the study was discussed and the nature of the instrument explained. All four officials showed great interest

⁵ Rensis Likert, The Human Organization. Its Management and Value, Toronto, McGraw-Hill, 1967, p. 22-23.

⁶ Ibid., p. 13-77.

in the study and gave approval. From the total population of two hundred schools, twenty-five were randomly selected. All principals of these schools were contacted by telephone. The purpose of the study and instrumentation procedures were explained in detail. All principals agreed to have their schools participate.

The investigator administered the instrument to all participants. The teachers were called together by the principal for a special staff meeting. At this session the questionnaires were distributed, completed and collected. No interaction was allowed between teachers; however, clarification was provided by the investigator to individual teachers, if requested. The final sample consisted of 303 teachers in twenty-three schools. Two schools were eliminated because of incomplete returns. In these schools the total staff had not been informed of the meeting.

The participants were requested not to sign their names or indicate their school on the instrument. Additional data, such as certification level, experience, sex and grade level taught were collected for intensive analysis.

The resulting completed questionnaires were hand scored by the investigator. The subsequent data were transferred to IBM cards.

4. Preliminary Analysis of the Data.

To test the empirical hypotheses developed in a previous section of the report it was necessary to select teachers from two different types of schools. One group of teachers was to represent an authoritarian environment, while the second group was to represent a participatory environment. The procedure for such allocation is outlined in the following paragraphs.

The Profile of a School instrument described previously requested teachers to indicate their perception of the administrative atmosphere of the school. Their response to each of the thirty-one items was indicated along a continuum subdivided into twenty sections. Using the rationale proposed by Likert, each item was assigned a score ranging from 0 to 20. The highest score possible was 620, which indicated a highly authoritarian administrative atmosphere.

The administrative atmosphere score for a school was obtained by totalling the responses of all respondents and dividing the total by thirty-one times the number of teachers. The resulting figure represented a mean score for the school. The mean scores for the twenty-three schools ranged from 8.96 to 15.64.

The Likert rationale proposes that each school be assigned a system score. The formula used to convert the

school mean score to a system score is as follows:

$$\text{Raw } \bar{M} \times 4/20 + 1 = \text{system score}^7$$

The resulting system scores ranged from 1.00 to 4.99. The range from 1.00 to 1.99 represented system I; 2.00 to 2.99, system II; 3.00 to 3.99, system III; and 4.00 to 4.99, system IV.

The system scores for the twenty-three schools are shown in Table II. The sample of twenty-three schools ranged from system scores of 2.79 to 4.13. The comparatively narrow range of system scores was not entirely unexpected. As indicated earlier, the instrument was adapted from an industrial model. Industrial organizations did tend to present a wider distribution of system scores. Various types of industrial organizations would possibly permit extreme authoritarian and participatory styles of management.

The school, as a professionally staffed organization, would tend to be much less authoritarian in nature than certain types of industrial organizations. The system scores of the twenty-three schools were plotted graphically to show the distribution (Figure 1).

Five schools from each extreme were chosen for further analysis. A t test performed on the mean scores of the five

⁷ Likert, op. cit., p. 36.

Table II.-

Raw Mean Scores and System Scores Obtained from the Profile of a School Instrument.

(All twenty-three schools are illustrated and presented in order from System II to System IV.)

Raw Mean	System Level	School Code
8.96	2.79	5
9.67	2.97	21
10.16	3.03	23
10.89	3.17	3
11.16	3.23	1
11.70	3.34	2
11.82	3.36	22
11.98	3.39	20
12.01	3.40	14
12.06	3.41	12
12.17	3.43	11
12.27	3.45	15
12.37	3.47	9
12.65	3.53	7
12.65	3.53	13
12.89	3.57	8
12.91	3.58	10
13.01	3.60	6
13.65	3.73	19
13.81	3.76	4
14.41	3.88	16
14.53	3.91	18
15.64	4.13	17

Authoritarian
schools

Participatory
schools

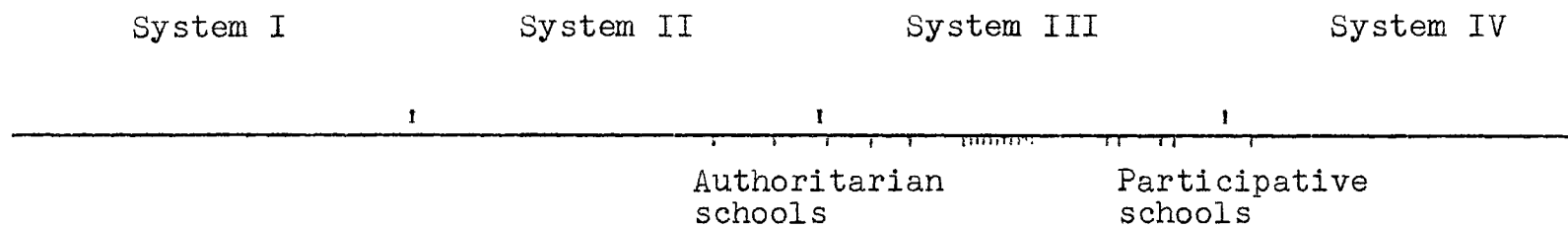


Figure 1.- A Graphic Presentation of the Distribution of Schools Using the Profile of a School Instrument.

authoritarian schools and the five participatory schools proved to be significant ($t = 7.96$).

From each of these groups of schools fifty individuals were randomly selected for testing the hypotheses. Teachers from the left of the distribution represent authoritarian schools while teachers from the right of the distribution represent participatory schools. The final sample, therefore, contained one hundred teachers representing four jurisdictions. Fifty of these represented an authoritarian environment while fifty represented a participatory atmosphere.

Scores on Supervisory Expectations.- The Supervisory Expectation Scale developed by the investigator was scored on a five-point scale. If the respondent perceived the item to be extremely important, it was assigned a five; if it was of no importance it was assigned a one. Thus, the total possible score on the ideal Supervisory Expectation Scale was one hundred. Within this scale were four sub-scales each containing five items. The maximum score on the facilitative, innovative, consultative and evaluative scales was twenty-five. A high score indicated that the teachers perceived the function to be important; a low score indicated that it was thought to be of little value. The resulting means and standard deviations are shown in Table III.

Each respondent also completed The Supervisory Expectation Scale a second time. On this occasion they were instructed

Table III.-

Means and Standard Deviations of Ideal Supervisory Expectation Scores of Teachers in Authoritarian and Participatory Schools (n=50).

Ideal Supervisory Expectation Scores	<u>Participatory</u>		<u>Authoritarian</u>	
	Mean	S.D.	Mean	S.D.
Facilitative	16.68	3.89	16.34	3.29
Innovative	19.78	2.84	18.88	2.52
Consultative	17.98	2.71	17.72	3.12
Evaluative	19.08	3.12	18.78	2.61
Total	73.54	10.22	71.62	7.77

to mark it as representing the actual perceived supervisory behaviour of the principal. The total score represented the degree to which teachers perceived principals actually fulfilling their expectations.

From the two scores obtained above, a discrepancy score was computed. A discrepancy score was obtained by subtracting the actual perceived supervisory behaviour score from the ideal expectation score. This discrepancy score represented the incongruence between what the teacher desired and what was actually performed. The means and standard deviations of the discrepancy scores for the teachers in authoritarian schools and participatory schools are shown in Table IV.

5. The Statistical Analysis Procedure.

The procedure for the analysis was as follows:

1. to compute five t tests of significant differences between the mean ideal supervisory expectation scores of teachers in participatory and authoritarian schools; (These included a test on the overall means as well as the four sub-factors.)
2. to compute five t tests of significant differences between the means of the discrepancy scores of teachers in participatory schools and authoritarian schools;
3. to use analysis of variance design with repeated measures in order to discover significant differences among means of the ideal supervisory expectation scores of teachers in both participatory and authoritarian schools.

Table IV.-

Means and Standard Deviations of Discrepancy Scores of Teachers in Authoritarian and Participatory Schools.

(Discrepancy scores are obtained by subtracting the actual perceived supervisory behaviour score from the ideal supervisory expectation score.)

Discrepancy Scores	Participatory		Authoritarian	
	Mean	S.D.	Mean	S.D.
Facilitative	4.52	2.14	6.98	3.71
Innovative	3.50	2.19	5.78	3.41
Consultative	4.16	2.38	6.56	3.21
Evaluative	3.30	2.31	6.76	3.23
Total	15.48	6.75	26.06	9.88

The results of performing the above analyses will be presented in the next chapter.

CHAPTER IV

PRESENTATION OF RESULTS

The statistical analysis was conducted according to the plan described previously. The results are presented in this chapter and arranged under four headings. The first three sections report the results of testing the three hypotheses. The chapter concludes with a summary of the main findings.

1. Results of Testing the First Hypothesis.

The first hypothesis, presented in the null form, stated that there would be no significant differences between ideal supervisory expectation scores of teachers in participatory schools and ideal supervisory expectation scores of teachers in authoritarian schools. This was tested by five t tests of significant differences between means. The result was the failure to reject the null hypothesis for the total expectation scores as well as all four sub-factors. The .01 level of confidence was used. The means and standard deviations are presented in Table V.

Table V.-

Comparison of Ideal Supervisory Expectation Scores of Teachers
in Participatory and Authoritarian Schools (n=50).

Ideal Supervisory Expectation Scores	<u>Participatory</u>		<u>Authoritarian</u>		Mean Diff.	t
	Mean	S.D.	Mean	S.D.		
Facilitative	16.68	3.89	16.34	3.29	.34	.472
Innovative	19.78	2.84	18.88	2.52	.90	1.67
Consultative	17.98	2.71	17.72	3.12	.26	.445
Evaluative	19.08	3.12	18.78	2.61	.30	.522
Total	73.54	10.22	71.62	7.77	1.92	1.057

2. Results of Testing the Second Hypothesis.

The second hypothesis stated that there were no significant differences in the discrepancy scores existing between ideal supervisory expectation scores and actual perceived principal supervisory behaviour scores of teachers in authoritarian schools and corresponding scores of teachers in participatory schools. This hypothesis was also tested on the four sub-factors as well as the total scores. Five t tests were performed and all resulted in significant t values. The hypothesis was rejected at the .01 level of confidence. This led to the conclusion that there was a greater discrepancy between ideal supervisory expectation scores and actual perceived principal supervisory behaviour scores in authoritarian schools than in participatory schools. The data for this computation are presented in Table VI.

3. Results of Testing the Third Hypothesis.

The first part of this hypothesis stated that there would be no significant differences among ideal supervisory expectation scores of teachers in authoritarian schools. This hypothesis was tested by means of an analysis of variance with repeated measures. The results, as shown in Table VII, indicated that there are significant differences among the means on ideal supervisory expectation scores of teachers in

Table VI.-

Comparison of Discrepancy Scores between Ideal Supervisory Expectation Scores and Actual Perceived Principal Supervisory Behaviour Scores in Participatory and Authoritarian Schools (n=50).

Discrepancy Scores	<u>Participatory</u>		<u>Authoritarian</u>		Mean Diff.	t
	Mean	S.D.	Mean	S.D.		
Facilitative	4.52	2.14	6.98	3.71	2.46	4.07
Innovative	3.50	2.19	5.78	3.41	2.28	3.98
Consultative	4.16	2.38	6.56	3.21	2.40	4.25
Evaluative	3.30	2.31	6.76	3.23	3.46	6.17
Total	15.48	6.75	26.06	9.88	10.58	6.25

$$.99 \ t \ 98 = 2.63$$

Table VII.-

Analysis of Variance for Testing Significant Differences Among
Ideal Supervisory Expectation Dimensions in
Authoritarian Schools.

Source of Variation	SS	df	MS	F
Between -Subjects	740.45	49	15.11	
-Supervisory Dimensions	226.13	3	75.38	12.44*
Residual	890.62	147	6.06	

* $p < .01$.

authoritarian schools. These differences were then located by means of Tukey tests.

The Tukey test revealed three significant differences in authoritarian schools. This information is shown in Table VIII. Significant differences were found between evaluative and facilitative means, consultative and facilitative means and between innovative and facilitative means.

The second part of the third hypothesis stated that there would be no significant differences among ideal supervisory expectation scores of teachers in participatory schools. This section was also tested by means of an analysis of variance with repeated measures. The results shown in Table IX indicated that there are significant differences among the means on ideal supervisory expectation scores of teachers in participatory schools. This resulted in rejection of the null hypothesis. Results of the Tukey test, shown in Table X, revealed four significant differences in participatory schools. These significant differences were between evaluative and facilitative expectations, consultative and facilitative expectations, and between innovative and facilitative expectations. In addition, the difference between consultative and innovative means was also significant in participatory schools.

Table VIII.-

Tukey Test of Significant Differences Among Ideal Supervisory
Expectation Dimensions of Teachers in Authoritarian Schools.

Expectation Dimensions	Innovative	Consultative	Evaluative
Facilitative	2.54**	1.38*	2.44**
Innovative		1.16	.10
Consultative			1.06

** $p < .01$.
* $p < .05$.

Table IX.-
 Analysis of Variance for Testing Significant Differences Among
 Ideal Supervisory Expectation Dimensions in
 Participatory Schools.

Source of Variation	SS	df	MS	F
Between -Subjects	1280.63	49	26.14	
-Supervisory Dimensions	277.81	3	92.60	19.70*
Residual	690.94	147	4.70	

* $p < .01$.

Table X.-

Tukey Test of Significant Differences Among Ideal Supervisory
Expectation Dimensions of Teachers in Participatory Schools.

Expectation Dimensions	Innovative	Consultative	Evaluative
Facilitative	3.10**	1.30*	2.40**
Innovative		1.80**	.70
Consultative			1.10

** $p < .01$.
* $p < .05$.

As a result of findings obtained from the previous analyses, two additional hypotheses are proposed. These have been designated as 3c and 3d.

3. (c) There are no significant differences among discrepancy **scores** of teachers in authoritarian schools.
- (d) There are no significant differences among discrepancy **scores** of teachers in participatory schools.

The rationale for these postulations and the results obtained from testing these hypotheses are presented in the following paragraphs.

In the survey of the literature it was suggested that a comprehensive supervisory program would include all four functions. This suggestion corresponds with a recent article by Ratsoy who discusses the principal's role in supervision.¹ Earlier results of this investigation indicated significant differences between the means of discrepancy **scores** in authoritarian schools and participatory schools. The implication is that teachers perceive the principal in an authoritarian school as being less able to fulfill their ideal supervisory expectations. In alliance with the pre-experimental thinking of the report, one would postulate that similar discrepancies would exist in all functions. Such a suggestion leads to

¹ E.W. Ratsoy, "The Principal, Supervisor and Evaluator," C.S.A. Bulletin, Vol. 9, No. 2, April 1970, p. 3-22.

hypothesis 3c. Stated in the null form, this hypothesis reads, there are no significant differences among discrepancy scores of teachers in authoritarian schools.

Analysis of variance procedures with repeated measures were performed on the scores of these teachers. The investigation failed to reject the null hypothesis. This led to the conclusion that there were no significant differences among discrepancy scores of teachers in authoritarian schools. This information is shown in Table XI.

Similar reasoning was employed with reference to participatory schools. Teachers in such an environment perceived significantly less discrepancy between their ideal supervisory expectations and actual principal supervisory behaviour than teachers in an authoritarian atmosphere. The earlier rationale would suggest in this context that teachers would perceive little discrepancy in any of the four functions. Consequently, the following hypothesis, stated in the null form, is presented. There are no significant differences among discrepancy scores of teachers in participatory schools.

An analysis of variance test with repeated measures rejected the null hypothesis. There were significant differences among discrepancy scores of teachers in participatory schools. The data illustrating the analysis of variance results are shown in Table XII.

Table XI.-

Analysis of Variance for Testing Significant Differences Among
Supervisory Discrepancy Dimensions in
Authoritarian Schools.

Source of Variation	SS	df	MS	F
Between - Subjects	1195.71	49	24.40	
- Discrepancy Dimensions	40.85	3	13.61	1.91 N.S.
Residual	1047.40	147	7.13	

Table XII.-

Analysis of Variance for Testing Significant Differences Among
Supervisory Discrepancy Dimensions in
Participatory Schools.

Source of Variation	SS	df	MS	F
Between - Subjects	570.13	49	11.64	
- Discrepancy Dimensions	47.29	3	15.76	5.40*
Residual	428.46	147	2.91	

* $p < .01$.

As illustrated in Table XIII, the Tukey test revealed two significant differences in participatory schools. There was a significant difference between discrepancy means of evaluative and facilitative measures as well as between innovative and facilitative measures in participatory schools.

4. Summary of Findings.

The main results of the statistical analysis of the data are as follows:

1. Teachers in authoritarian schools do not have significantly different expectations for supervision by the principal than teachers in participatory schools.
2. There is a significantly greater degree of incongruency between ideal supervisory expectation scores and actual perceived principal supervisory behaviour scores in authoritarian schools than exists in participatory schools.
3. (i) Significant differences among ideal supervisory expectation scores in authoritarian schools existed in the following areas:
 - (a) Teachers in authoritarian schools revealed a significant difference between their supervisory expectations for evaluative practices and facilitative practices.
 - (b) Teachers in authoritarian environments revealed a significant difference between their supervision expectations for consultative techniques and facilitative techniques.
 - (c) Teachers in authoritarian schools revealed a significant difference between their supervisory expectations for innovative practices and facilitative practices.
- (ii) Significant differences exist among ideal supervisory expectation scores of teachers in participatory schools in the following areas:
 - (a) Teachers indicated a significantly greater expectancy for supervisory techniques which were evaluative in nature than for those which were facilitative.

Table XIII.-

Tukey Test of Significant Differences Among Discrepancy Dimensions of Teachers in Participatory Schools.

Discrepancy Dimensions	Innovative	Consultative	Evaluative
Facilitative	1.02*	.36	1.22**
Innovative		.66	.20
Consultative			.86

** $p < .01$.

* $p < .05$.

- (b) Teachers indicated a significantly greater expectancy for consultative practices in supervision than for facilitative practices.
- (c) Teachers in participatory schools indicated a significantly greater expectancy for innovative practices than for facilitative practices.
- (d) Teachers in participatory schools indicated significantly greater expectancy for innovative practices than for consultative techniques.

(iii) Teachers in authoritarian schools do not perceive significant differences among supervisory functions when they are reported as discrepancy scores.

(iv) Teachers in participatory schools revealed the following significant differences among discrepancy scores:

- (a) A significant difference existed between discrepancy scores in evaluative techniques and facilitative practices.
- (b) A significant difference existed between discrepancy scores in innovative practices and facilitative practices.

These results will be discussed in the following chapter.

CHAPTER V

DISCUSSION OF RESULTS

This study was undertaken to investigate the following: (a) whether teachers in authoritarian and participatory schools differed on supervisory expectations; (b) whether teachers in authoritarian schools revealed a greater discrepancy between ideal supervisory expectation and actual perceived principal supervisory behaviour than teachers in participatory schools; (c) whether existence of differences among supervisory expectations could be found within authoritarian or participatory schools. Each of these purposes was intended to test statements developed from the literature and outlined in a previous section of the report.

Preceding chapters described the sample, methods of obtaining data and the statistical procedures used in the analysis. The purpose of this chapter is to discuss the results of the analyses as they relate to the theory under investigation. The chapter contains three sections. Each section presents the results of testing a hypothesis. The chapter is followed by the summary and conclusions of the study.

1. Discussion of the Findings of Testing the First Hypothesis.

The first hypothesis stated that teachers in authoritarian schools would differ significantly from teachers in participatory schools on supervisory expectation scores. The rationale for this hypothesis was that if the principal had an important effect on the atmosphere of the school it should be reflected in teacher expectations. An atmosphere indicative of open communication, mutual trust and supportive leadership should produce an increased awareness on the part of the teacher for the important role of the principal in supervision. Such an awareness should result in increased expectations for supervision in participatory schools. An authoritarian atmosphere of poor communication and non-supportive leadership should result in teachers seeing little importance in the supervisory role of the principal. This would then result in a lower amount of supervisory expectations in authoritarian schools.

If such a situation actually existed, then teachers in participatory schools would be characterized by a high level of expectations for the role of the principal in supervision. This would then be indicated by a high score in all four functions under investigation. Teachers in an authoritarian environment would be characterized by a lower level of expectations for the role of the principal in supervision.

This condition would result in low scores in all functions under investigation.

The test of the hypothesis revealed that supervisory expectations of teachers in authoritarian schools did not differ significantly from supervisory expectations of teachers in participatory schools. In all four functions a slight increase was noted in participatory schools; however, the degree of increase was non-significant. Such a result was quite unexpected. Speculations for the reasons of such an occurrence include the following. A new teacher within the school may not have been subjected to the atmosphere for sufficient time to influence her expectations. Teachers in authoritarian schools may have attempted to answer the questionnaire in a socially acceptable way. To these respondents, the instrument may have been a method to indicate that in spite of the administrative atmosphere within their school they still had high expectations for supervisory behaviour by the principal. This supervisory assistance may not have been forthcoming from that particular principal; however, teachers by their responses indicated acceptance of supervision.

The comparatively high level of responses from all teachers suggests that supervision is important to them. Since it was specifically stated in the instrument that it was the principal we were dealing with, the results indicate, from the population sampled, the acceptance of the principal in a

supervisory role. Teachers in elementary schools view the principal as an important person in the improvement of instruction. Whether or not principals and administrators are actually taking advantage of such a condition is not known.

The prevailing administrative atmosphere within the schools failed to indicate significant differences in supervisory expectations held by teachers.

The investigator can only suggest the following reasons for such a conclusion:

1. Supervisory expectations held by teachers are perhaps more closely related to certain personality traits and past experiences of the respondent than to administrative atmosphere.
2. The teacher's dedication to her profession and to her clients, the pupils, may influence her supervisory expectations to a greater degree than does the administrative atmosphere within the school.
3. Adequate outside compensation can be obtained by the teacher allowing her to maintain a high level of supervisory expectations in spite of the administrative atmosphere.

2. Discussion of the Findings of Testing the Second Hypothesis.

The second hypothesis stated that there were no significant differences in the discrepancy scores existing between ideal supervisory expectation scores and actual perceived principal supervisory behaviour scores of teachers in authoritarian schools and corresponding discrepancy scores of teachers in participatory schools. The underlying rationale was that

in schools characterized by poor communication, mistrust and non-supportive leadership, teachers would perceive principals as actually being less able to fulfill their supervisory expectations. In schools indicative of open communication, mutual trust and supportive leadership, teachers would view principals as more closely fulfilling their supervisory expectations. The test of the hypothesis revealed that significant differences did occur in all four functional areas as well as in the total discrepancy. The investigator concludes that the type of administrative atmosphere prevalent in a school has a significant effect on the teacher's perception of the degree of incongruency existing between ideal supervisory expectations and the principal's actual supervisory behaviour.

Teachers in an authoritarian climate perceive extensive incongruency between what they expect in supervisory assistance and what they actually receive. Teachers in participatory schools perceive greater congruency between their supervisory expectations and what is actually received. This finding supports the suggestion that the atmosphere produced as a result of the principal-teacher relationship has a significant effect on teacher perception of principal behaviour.

Whether principals do actually utilize fewer supervisory procedures in authoritarian schools is not known. The data obtained would suggest such a possibility. However, in authoritarian schools the principal is perceived by teachers

to be less able to fulfill their supervisory expectations than is the principal in participatory schools. As indicated in the description of the instrument, teachers in the authoritarian atmosphere view the relationship between themselves and the principal as non-supporting and ego-deflating, and one which decreases the teachers' sense of personal worth and importance. The relationship is viewed as being inadequate in developing congruence between the fulfillment of his personal needs and attainment of the goals of the organization. Decision-making tends to be primarily in the hands of the principal and the staff has little responsibility in the establishment of the goals of the organization. The principal exerts considerable control over his teachers to achieve the objectives of the organization. Communication flows are primarily downward. Teachers are poorly motivated to produce, and there is little interaction among students, staff and principal. Desire for performance is generally poor and unfavourable attitudes exist between principal and teacher.

Teachers in a participatory environment perceive the relationship between themselves and the principal as being supportive and ego-building, one which contributes to their sense of personal worth and importance. The relationship is viewed as being helpful in developing congruence between the fulfillment of his personal needs and the achievement of the goals of the organization. The principal and his staff share

in the decision-making process and goal-setting for the organization. The principal encourages faculty self-control toward the attainment of educational objectives. Communication flows are upward, downward and lateral. Teachers are highly motivated to produce and there is much student, teacher, principal interaction. Desire for performance is usually high and favourable attitudes exist between the principal and teachers.

In an authoritarian atmosphere described previously, the following condition has been found to exist. Principals are less able to fulfill the supervisory expectations held by teachers than in a school where participatory atmosphere prevails. Whether principals do actually employ varying amounts of supervision in different types of schools is not known. The results of this investigation would suggest that in an authoritarian atmosphere, in spite of the principal's best efforts, he may be unable to fulfill the supervisory expectations of the teachers because of the relationship prevalent in the school.

An earlier conclusion indicated that teachers in authoritarian schools did not differ significantly from teachers in participatory schools in ideal expectations for the role of the principal in supervision. The conclusion of the second hypothesis indicates that a significant difference exists in the discrepancy scores between ideal supervisory

expectations and actual perceived principal supervisory behaviour scores in the two types of schools.

On the basis of previous theoretical postulations the following implications are suggested:

1. The administrative atmosphere in a school will have a significant effect on the teacher's perception of the principal's attempts at supervision. Since the teacher is the important aspect of the supervisory process and unless she accepts the attempts at supervision, little success can be anticipated.
2. Since the improvement of instruction has been designated as one of the principal's most important responsibilities, the investigation suggested that he must take into consideration the atmosphere which he attempts to produce. If an authoritarian atmosphere is produced, many of his supervisory attempts may be unsuccessful.
3. If we accept the statement that teachers are professionals and thereby know the needs of students, then it is suggested these needs will be reflected in the teachers' supervisory expectations. Such expectations can be more adequately fulfilled in a participatory environment.
4. Administrators responsible for the recruitment and selection of principals would be advised to look very closely at their candidates. Those persons who are able to create in their schools an atmosphere of mutual trust and respect may be more able to fulfill the supervisory expectations of their teachers. In contrast, the persons who in their relationship with the staff foster an environment of poor communication and mistrust may fail to fulfill to an adequate degree the supervisory expectations held by teachers.

In conclusion, the results of this investigation indicate that teachers' ideal expectations for the role of the principal in supervision are more adequately fulfilled in a participatory environment than in an authoritarian environment.

The results of this investigation indicate the significant relationship existing between the administrative atmosphere and the teachers' perception of the supervisory program.

3. Discussion of the Results of Testing the Third Hypothesis.

The first part of the third hypothesis stated that there would be no significant differences among supervisory expectations of teachers in authoritarian schools. The reasoning for such a statement was that teachers in such an environment would not visualize a comprehensive supervisory program as being important. It was suggested in the presentation of the literature that the supervisory program should involve all functions. An authoritarian relationship existing in a school could result in teachers having significantly less expectations for a particular function. Although it was not emphatically stated, the suggested differences were expected in the innovative and evaluative functions. These functions appear to be the most lacking in supervisory programs. It was therefore felt that in an authoritarian environment the differences would be accentuated. The results previously presented did not show this to be the case. The facilitative supervisory expectations were significantly less than each of the other three functions. This result was quite unexpected. The following explanations are suggested for such an unexpected finding:

1. The facilitative function requires a more personal relationship with the principal than the other functions. Practices of a facilitative nature are inclined to be incidental and as a result of a deeper understanding between principal and teachers. Such a relationship is difficult to produce in an authoritarian environment. The other functions can perhaps be performed with a more superficial understanding between principal and teachers. For example, many of the consultative practices are performed by outside personnel and would not involve the principal directly. The facilitative practices involve the principal in direct contact with the teachers.
2. Teachers in an authoritarian atmosphere may develop more of a neutral relationship with the principal. They may seek other ways to fulfill the gratification of the facilitative function. This gratification may come from a closer relationship with pupils. This pupil relationship could result in increased expectations for supervisory help in the other functions. The teacher may sense the need for additional help in enabling her to maintain and strengthen the bond between herself and the pupils. The result would be increased expectations in innovative, consultative, and evaluative functions, and perhaps decreasing expectations for facilitative assistance.
3. The principal in an authoritarian school may unconsciously de-emphasize practices which involve a close relationship with teachers. Although the results of testing the first hypothesis concluded that there was no significant difference between the two types of schools on the facilitative function, the difference may become apparent in analyzing the total supervisory program within a school. It was between the facilitative function and each of the other dimensions that significant differences were located.

The second part of the third hypothesis stated in the null form was that there would be no significant differences among supervisory expectations of teachers in participatory schools. The pre-experimental reasoning was that if a

participatory environment was conducive to a high level of supervisory expectations held by teachers, then the expectations should be prevalent to a comparately equal degree in all functions. This would result in no significant differences among expectation scores in participatory schools. The results as presented in Table X indicate that significant differences do occur in four areas. The facilitative expectations were found to be significantly less than each of the other three functions. In addition, the consultative expectations were significantly less than the innovative expectations.

The finding that facilitative expectations were significantly less than the other three functions was unexpected due to the reasoning presented. The investigator can only speculate with the following suggestions for such occurrence:

1. Teachers attempted to pre-judge the type of response wanted by the researcher. Perhaps they were able to select those practices which were innovative and evaluative and indicate a high level of expectations for such techniques. The high level of reliability for the instrument would tend to discredit such a possibility.
2. Teachers see the real value in supervision as being a result of more sophisticated practices which are innovative, consultative and evaluative in nature. Perhaps facilitative practices are successful in creating a high level of satisfaction in a school, but it is the other techniques which fulfill a real sense of improvement in instruction. This would tend to suggest that principals and researchers may have been paying too much attention to supervisory practices which do not bring true improvement. In efforts to

provide facilitative help for teachers, principals may have overlooked areas where teachers expected assistance. As indicated earlier, the relatively high level of expectations held by teachers for innovative and evaluative practices shows the leadership possibilities available to the principal within the school. Whether he is accepting the challenge is not known..

The other significant finding of testing this hypothesis also supports the above suggestion. Innovative expectations were found to be significantly greater than consultative expectations. In the literature, the prime importance of this function was emphasized. It was stated that the more adequate the program, the greater the chance of the school attaining its instructional goals. It is through innovative practices that the principal can successfully adapt the program to fit the needs of boys and girls. The results of this investigation would suggest that teachers also see this function as of prime importance. The consultative function was perhaps seen to be of less importance because of the teacher's interest in the welfare of boys and girls. Without the availability of an adequate program, additional help of a consultative nature was of little value. Teachers may indeed see the principal as an important agent for change within the school. The implications of such a statement could have far-reaching effects on administrators.

In summary, the finding of significant differences among ideal supervisory expectations held by teachers in

participatory schools was unexpected. Several reasons for such findings were suggested. The feasibility of these suggestions can only be determined by future research.

The third section of this hypothesis stated in the null form that there would be no significant differences among discrepancy dimensions of teachers in authoritarian schools. A discrepancy score was obtained by subtracting the actual perceived supervisory behaviour score from the ideal supervisory expectation score. The results of testing a previous hypothesis would suggest that a discrepancy would not occur to a greater degree in any one function. The authoritarian environment described previously would produce on the part of the teacher an overall discrepancy in supervision. The testing failed to reject the null hypothesis. It was concluded that no significant differences occurred among discrepancy scores of teachers in authoritarian schools.

The importance of proper administrative atmosphere is reflected in this result. It was earlier suggested that all four functions were important in a comprehensive supervisory program. If the principal maintains an authoritarian environment, significant discrepancies have been shown to exist in all functions of supervision investigated. As indicated previously, whether the principal is less effective in such an environment is not known. However, to the teacher he is less effective in fulfilling her supervisory expectations.

The fourth section of this hypothesis was also stated in the null form. There will be no significant differences among discrepancy scores of teachers in participatory schools. Similar reasoning was employed in this postulation. In a participatory environment, teachers should perceive the principal as fulfilling their supervisory expectations equally in all functions. The results of the testing resulted in the rejection of the null hypothesis. Significant differences were found to exist between evaluative and facilitative means and between innovative and facilitative means.

The following suggestions are proposed to account for these unexpected results:

1. Principals may not be adequately performing their supervisory responsibilities in the innovative and evaluative functions. In attempts to maintain pleasant relationships and to obtain additional assistance for teachers, they may be avoiding practices directed toward innovation and evaluation. As previously suggested the evaluative and innovative functions may be the most difficult to perform. Principals in participatory schools may be dedicating less time to these functions.
2. Teachers in participatory schools had significantly greater expectations in the evaluative and innovative functions. This was concluded in an earlier section of the report. Teachers in these schools may see principals paying equal attention to all functions. If the principals were in fact operating in this manner, differences would result in discrepancy scores. Principals may be failing to take full advantage of teacher expectations in these important areas.

The results of testing the third hypothesis attest to the importance of administrative atmosphere within a

school. In an authoritarian environment there were no significant differences among discrepancy scores. In a participatory environment, significant differences were found in discrepancy scores of those functions which could enable the principal to perform a leadership function within his school.

The conclusions of all hypotheses will be presented in the next section.

SUMMARY AND CONCLUSIONS

The purpose of this study was to investigate the effect of administrative atmosphere in a school situation, on the expectations held by teachers for the principal's supervisory role. The rationale outlined in a previous section of the report was, that the relationship existing in a school between teachers and principal would have significant effects on teacher supervisory expectations. The actual supervisory behaviour of the principal, as perceived by teachers, was also obtained to permit the investigator to test the level of incongruency existing between the ideal and the actual situation. In this study the administrative atmosphere was measured by the Likert and Likert Profile of a School instrument. The supervisory expectations held by teachers were measured by The Supervisory Expectation Scale especially designed for the study by the researcher.

To test the theory outlined above, three hypotheses were presented. These were stated as follows:

1. There are no significant differences between supervisory expectation scores of teachers in authoritarian schools and supervisory expectation scores of teachers in participatory schools.
2. There are no significant differences in the degree of congruence existing between ideal supervisory expectation scores and actual perceived principal supervisory behaviour scores of teachers in authoritarian schools and corresponding scores of teachers in participatory schools.

3. (a) There are no significant differences among supervisory expectation scores of teachers in authoritarian schools.
- (b) There are no significant differences among supervisory expectation scores of teachers in participatory schools.
- (c) There are no significant differences among discrepancy scores of teachers in authoritarian schools.
- (d) There are no significant differences among discrepancy scores of teachers in participatory schools.

Testing of these hypotheses produced the following conclusions.

1. The ideal supervisory expectations of teachers in authoritarian schools did not differ significantly from the ideal supervisory expectations of teachers in participatory schools. This implies that other factors contribute to ideal supervisory expectations held by teachers.
2. Teachers perceived a significant difference in the level of discrepancy existing between ideal supervisory expectations and actual principal supervisory behaviour in authoritarian schools and similar measures of teachers in participatory schools. This implies the importance of administrative atmosphere in the principal's attempt to undertake a comprehensive supervisory program.
3. Supervisory expectations of a facilitative nature expressed by teachers in an authoritarian school were

significantly lower than expectations for each of the other three functions investigated.

4. Supervisory expectations of a facilitative nature expressed by teachers in a participatory school were significantly lower than expectations for each of the other three functions investigated.

5. Supervisory expectations of a consultative nature expressed by teachers in a participatory school were significantly lower than innovative expectations.

6. There were no significant differences among discrepancy scores of teachers in authoritarian schools. This implies that teachers in this type of environment perceive relatively equal amounts of incongruency existing in all four functions of supervision.

7. The discrepancy scores of teachers in participatory schools were significantly more in the evaluative and innovative functions than in the facilitative function. It was suggested from this unexpected finding that perhaps principals were failing to take full advantage of teacher expectations in the innovative and evaluative aspects.

When the specific purpose of the investigation is recalled, the conclusion is that the administrative atmosphere of a school is not associated with ideal expectations held by teachers for the role of the principal in supervision of instruction. These expectations appear to exist apart

from the atmosphere prevalent within a school. Perhaps more important when the level of discrepancy existing between ideal supervisory expectations held by teachers and actual principal supervisory behaviour perceived by teachers is tested, a relationship does occur between the two types of schools. Administrative atmosphere is associated with the level of incongruency existing within a school between the ideal and actual supervisory measures.

The conclusions presented above indicate that the specific hypotheses of the investigation have been tested. Our knowledge concerning the effect of administrative atmosphere on supervisory expectations held by teachers has been extended by this study. A significant contribution toward a formulation of a theory of supervision has been proposed. As indicated earlier in the report, generalizations drawn from these conclusions must be limited to the population sampled or, in a cautious manner, to school systems similar in parameter.

This investigation indicates the need for replicative studies into the factors which relate to teacher supervisory expectations for the role of the principal in supervision. The relationship between expectations and such factors as experience, sex, age, and educational background could be investigated in replicative studies.

The results of this study suggest the need for investigations which compare the leadership style of principals as it relates to teacher expectations. An analysis of the leadership style would permit an investigation of the effect on teacher expectations. The Leadership Behaviour Description Questionnaire devised by Halpin and Croft could be employed in such studies.

It was implied in an earlier conclusion that some behavioural characteristics of teachers influenced their expectations for the principal in supervision. Such an implication suggests the need for further study in this area. For example, do teachers in an authoritarian school relate more closely to colleagues and students than they do in a participatory school? An instrument which could be utilized in such investigations is Fiedler's Least Preferred Co-Worker Questionnaire.

The present study was conducted at the conclusion of the academic year. A longitudinal study would allow an investigation of the relationship between expectations existing at the commencement of the school year and similar measures at the conclusion of the year. Changes in administrative atmosphere could also be investigated by longitudinal studies.

The present study indicated that teachers in all schools held comparatively high expectations for the principal's supervisory role. An earlier study by Trask reported

that principals stated that the main reason they did not supervise instruction was perceived teacher resentment. Whether such views are held by principals involved in this study is not known. Further studies should be conducted which would investigate the principal's perceptions of teacher expectations. The relationship existing between principal and teacher perception of supervisory expectations in various types of schools should be investigated.

Results of the present study indicate that teachers visualize the principal as an important person in the improvement of instruction. It must be remembered that the investigation was conducted in elementary schools. Further studies should be conducted in secondary schools to see whether a similar situation exists.

Results of the present study indicate that administrative atmosphere had no significant effect on the ideal expectations held by teachers for the role of the principal in supervision. Results of the investigation did show that there were significant differences in the incongruency existing between the ideal supervisory expectations held and the actual principal supervisory behaviour in the two types of schools investigated. The implication suggested as a result of this finding was that principals may be less effective in authoritarian schools. This ineffectiveness could result even though the principal attempts to fulfill his supervisory role. If this

is the case, attempts should be made to study the effectiveness of principals in various types of schools. This effectiveness could be deduced from teacher perception or other measures. Future researchers must not continue to be discouraged by results of past attempts to measure the effects of supervisory programs.

Early in this report supervision was identified as one of the broad tasks of educational administration. The formulation of a theory of supervision will contribute to the realization of a comprehensive theory of administration. If the investigations proposed in the preceding pages are conducted, significant progress will have been made toward such a goal. Each of these studies will result in implications for action. Conclusions reached may result in a better learning environment in the schools for the boys and girls of the future.

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The author suggests that the needs of the individual and the demands of the organization are basically incompatible. The results of such a situation lead to frustration, conflict and failure for the subordinate in an organization. These factors will decrease the subordinate's efficiency within the situation. The rationale for such statements is presented in the article.

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Contains the significant findings of the author's doctoral dissertation at the University of Chicago. Teacher expectations concerning principal behaviour were examined. Analysis of the data indicated that teachers were restricted to expectations concerning problems of authority. Probably one of the most quoted studies on the aspect of principal-teacher relationships.

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Investigates the possible relationship between the fulfillment of teacher expectations and teacher satisfaction. The concept of role and role expectations is discussed in the context of the Getzels-Guba model. The investigation conducted with a small sample produced subsequent studies which are discussed in the survey of the literature of this report.

Bidwell, Charles E., "The School as a Formal Organization," in J.W. March (ed.), Handbook of Organizations, Chicago, Rand McNally, 1965, p. 972-1019.

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Brown, Corbin A., Elementary School Supervision in Ontario: An Evaluation of Certain Aspects of the Supervisory Program, unpublished doctoral dissertation, University of Toronto, 1948, vi-349 p.

A comprehensive survey of elementary school supervision in Ontario. This investigation was conducted at a time when the provincial school inspector assumed most of the responsibility for the supervision of instruction. Brown concluded that the principal at that time was not assuming much responsibility for instructional improvement, in spite of his opportune position

Campbell, Merton V., "Teacher-Principal Agreement on the Teacher Role," Administrator's Notebook, Vol. 7, No. 6, February 1959, p. 1-4.

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conducted at the Centre for the Advanced Study of Educational Administration at the University of Oregon is also presented. The results indicate that practices employed by the principal were often in conflict with teacher expectations. Studies dealing with more extensive organizational factors are suggested.

Egnatoff, J.G., "The Changing Status of Saskatchewan's School Principals," Canadian Education and Research Digest, Vol. 8, No. 4, December 1968, p. 366-379.

Hypothesized that the status of the elementary school principal in the Province of Saskatchewan had changed between 1954 and 1965. A time study using questionnaires was conducted. Principals tended to perceive their functions of administration and supervision as more important in 1965. Teachers also perceived the principal's supervisory role as being more important in 1965.

Enns, Frederick, "Supervision: A Rationale," Canadian Administrator, Vol. 2, No. 7, April 1963, p. 27-30.

Develops a rationale which conceptualizes the supervisory role as a set of interrelated functions. Four particular functions are presented with suggested examples. The necessity for planning in establishing an adequate supervisory program is emphasized. The rationale for teacher supervisory expectations used in this report utilized material from this article.

-----, "Supervision of Instruction: A Conceptual Framework," Canadian Education and Research Digest, Vol. 8, No. 3, September 1968, p. 283-297.

Consolidates and extends the original rationale described in the previous reference. The evaluative function is added to the original conceptualization. The interrelatedness of the functions is stressed by the author. Implications for practitioners and researchers are discussed in the article.

Getzels, J.W., James M. Lipham and R.F. Campbell, Educational Administration as a Social Process, New York, Harper and Row, 1968, xx-420 p.

A detailed description of the Getzels and Guba model of administration as a social process. The original and extended forms of the model are presented as well as empirical investigations based on it. Implications for superordinate-subordinate relationships in the educational hierarchy are discussed.

Gross, Neal, and Robert E. Herriott, Staff Leadership in Public Schools: A Sociological Inquiry, New York, John Wiley and Sons, 1965, xi-247 p.

Report of the findings of one inquiry conducted by Harvard University during the National Principalship Study. The concept of Executive Professional Leadership (EPL) is analyzed by the writers. The EPL refers to the efforts of the principal to influence the behaviour of subordinates with a claim to professional status.

Hall, John W., A Comparison of Halpin and Croft's Organizational Climate and Likert and Likert's Organizational Systems, unpublished doctoral dissertation, University of Maryland, 1969, x-135 p.

Hypothesized that the educational organizational climates classified by the Halpin and Croft Organizational Climate Description Questionnaire were comparable to the educational systems classified by the Likert and Likert Profile of a School instrument. A positive significant relationship was found to exist between the OCDQ and part one of the Likert and Likert questionnaire. This part describes the relationship existing between teachers and the principal. The Profile of a School instrument was subsequently used by this researcher.

Halpin, Andrew W., Theory and Research in Administration, New York, Macmillan, 1966, xiv-352 p.

Discusses four aspects relevant to the topic of educational administration. The intricate relationship existing between theory and practice is vividly portrayed. The humanistic qualities of administration are described and related in one section. The concepts presented in "The Organizational Climate of Schools" are particularly appropriate to the rationale of this thesis.

Haralick, Joy G., "Teacher Acceptance of Administrative Action," Journal of Experimental Education, Vol. 37, No. 2, Winter 1968, p. 39-47.

Questions the importance of democratic administration on teacher morale. Haralick hypothesized that the principal's compliance with specific work-oriented norms held by teachers would have a greater impact on teacher satisfaction than the degree of democratic behaviour exhibited by the principal. The hypothesis was upheld and proposed explanations for the results are presented.

Hrynyk, N.L., Supervisory Needs: West Jasper Place Public Schools, unpublished Master's thesis, University of Alberta, 1963, xi-162 p.

Examines the opinions of teachers and principals regarding the relative desirability of supervisory functions in a

program of instructional improvement. Specific supervisory functions classified by this researcher as innovative and facilitative were found to be desired by teachers.

Likert, Rensis, The Human Organization: Its Management and Value, Toronto, McGraw-Hill, 1967, ix-258 p.

The author describes further research which has contributed to an extension of the management systems theory. A workable management system which can be used by any enterprise to achieve high productivity and improved subordinate relationships is proposed. A complete description of the industrial instrument is presented. It was from this rationale that the Profile of a School instrument was developed.

-----, New Patterns of Management, Toronto, McGraw-Hill, 1961, vii-279 p.

Contains the major findings of an intensive research program investigating principles and practices used by productive managers. A management system based on these principles is then proposed. Implications of such an organizational approach constitute a major portion of the report. The systems approach proposed attempts to integrate additional motivational factors with economic motives which unite to produce highly productive organizations.

Morin, L.H., "Role Perception and Principals," Canadian Administrator, Vol. 4, No. 5, February 1965, p. 1-4.

Utilizing the Getzels-Guba model, Morin designed an instrument to measure the principal's self-concept of the administrative role. It was concluded that the traditional perception of the principal's role was not being replaced, but rather was being extended to include more supervisory responsibilities. The principal's innovative function was indicated in the investigation.

Moyer, D.C., "Leadership That Teachers Want," Administrator's Notebook, Vol. 3, No. 7, March 1955, p. 1-4.

Investigates the relationship between teacher expectations and teacher satisfaction. The article discusses the author's doctoral dissertation at the University of Chicago. Moyer postulates that the follower's expectations in a leadership situation are of crucial importance in measuring the individual satisfaction derived by the persons interacting in the situation. One of the first educational investigations dealing with the concept of subordinate expectations.

Ratsoy, E.W., "The Principal: Supervisor and Evaluator," Council on School Administration Bulletin, May-June, 1970, p. 3-22.

Dr. Ratsoy has summarized much of the literature on the concept of supervision as a set of interrelated functions. Previous articles by Andrews and Enns are integrated with research findings. The evaluative function is defended by the author and portrayed as being of paramount importance in a comprehensive supervisory program.

Reeves, A.W., J.H.M. Andrews and F. Enns (eds.), The Canadian School Principal, Toronto, McClelland and Stewart Ltd., 1962, xi-311 p.

A collection of papers dealing with the school principal and his role in educational administration in Canadian schools. The general nature of the principalship is discussed as well as implications for program development. The chapter by Andrews was used specifically in establishing the rationale for this report on elementary school supervision.

Richardson, Dorothy N., Gary J. Anderson and Myer Horowitz, "Divergent Views of the Principal's Role: Expectations Held by Principals, Teachers and Superintendents," Alberta Journal of Educational Research, Vol. 15, No. 4, December 1969, p. 195-205.

A Master of Arts dissertation conducted by Richardson at McGill University constitutes the major section of this article. A principal expectation scale was developed and completed by principals, teachers and superintendents. Results indicated significant differences were present among teachers, principals and superintendents concerning the principal's role.

Scott, J. Glenn, The Urban Elementary Public School Principal in Ontario--His Status According to the Expressed Views of Principals and Senior Administrative Officials, unpublished doctoral dissertation, University of Toronto, 1965, xi-363 p.

A comprehensive investigation of the urban principalship in the Province of Ontario. The dissertation contains a review of pertinent Provincial statutes and regulations as well as local specifications held for the elementary school principal. The author concluded that the concept of the principal as an educational leader, with considerable authority to plan, organize and administer the educational program in his school, has replaced the concept of the principal as head teacher.

Trask, Anne E., "Teachers and Supervision: Dilemmas and Solutions," Administrator's Notebook, Vol. 13, No. 4, December 1964, p. 1-4.

Using the elementary school as a focal point, Trask investigated opinions of principals concerning supervisory attitudes. Principals interviewed by Trask perceived teacher resentment toward their supervisory attempts. Mechanisms used by administrators to alleviate this conflict-producing situation are discussed.

Ziolkowski, E.H., A Study of Practices Employed by High School Principals in the Supervision of Instruction, unpublished Master's dissertation, University of Alberta, 1965, xviii-154 p.

The study investigated differences in supervisory practices of principals in superior and inferior high schools. It was found that standard individual supervisory practices such as classroom visitation and demonstration teaching were generally neglected. Ziolkowski was able to determine several practices which distinguished between superior and inferior schools. One of the first researchers to use the Enns and Andrews rationale.

APPENDIX 1

THE PROFILE OF A SCHOOL INSTRUMENT

PROFILE OF A SCHOOL
(Form for teachers)

Instructions:

1. On the lines below each item, please place an n at the point which, in your experience, describes your school at the present time (n = now). Treat each horizontal line as a continuum from the extreme at one end to the extreme at the other, i.e., do not think of the vertical lines as barriers.
2. Since each teacher and student differs one from the other, answer the questions as describing the average situation or reaction.

Prepared by Jane Gibson Likert and Rensis Likert. Adapted from The Human Organization: Its Management and Values by Rensis Likert. Copyright 1969 by McGraw-Hill, Inc. Used by this researcher with special permission by Dr. Likert.

	System 1	System 2	System 3	System 4	Item No.
How often do you see your principal's behavior as friendly and supportive?	Rarely	Sometimes	Often	Almost always	25
How much confidence and trust does your principal have in you?	Practically none	A slight amount	A considerable amount	A very great deal	26
How much confidence and trust do you have in your principal?	Practically none	A slight amount	A considerable amount	A very great deal	27
How free do you feel to talk to your principal about:	Not free	Slightly free	Quite free	Very free	
a. academic matters?					28
b. non-academic school matters?					29
How often do you try to be friendly and supportive to:	Rarely	Sometimes	Often	Almost always	
a. your principal?					30
b. other teachers?					31

	System 1	System 2	System 3	System 4	Item No.
How often are your ideas sought and used by the principal about	Rarely	Sometimes	Often	Very frequently	
a. academic matters?					32
b. non-academic school matters?					33
How much say do you think teachers should have about:	Practically none	A slight amount	A considerable amount	A very great deal	
a. academic matters?					34
b. non-academic school matters?					35
How often are students' ideas sought and used by the principal about:	Rarely	Sometimes	Often	Very frequently	
a. academic matters?					36
b. non-academic school matters?					37
How much do you feel that your principal is interested in your success?	Not interested	Slightly interested	Quite interested	Very interested	
					38

What is the general attitude of teachers toward your school as a place to work?

Dislike it

Sometimes dislike it, sometimes like it

Usually like it

Like it very much



What is the direction of the flow of information about:

Downward from principal to teacher to student

Mostly downward

Down and up

Down, up, and between teachers and between students

a. academic matters?



b. non-academic school matters?



How do you view communications from your principal?

Communications viewed with great suspicion

Some accepted, some viewed with suspicion

Usually accepted, sometimes cautiously

Almost always accepted. If not, openly and candidly questioned



How accurate is upward communication?

Usually inaccurate

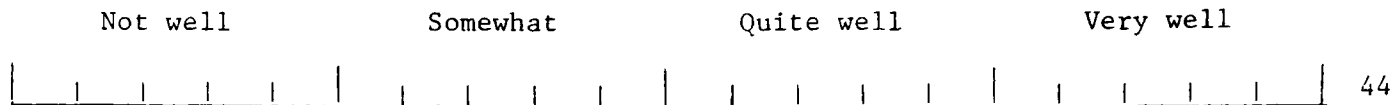
Often inaccurate

Fairly accurate

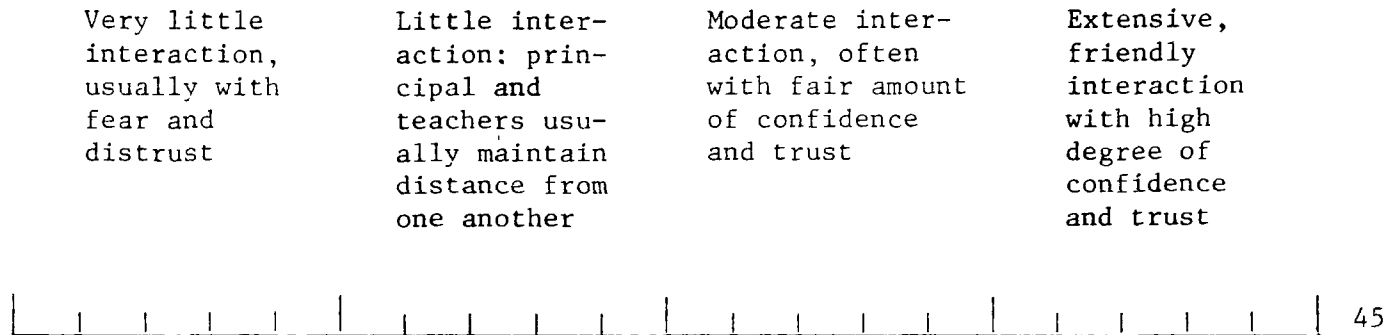
Almost always accurate



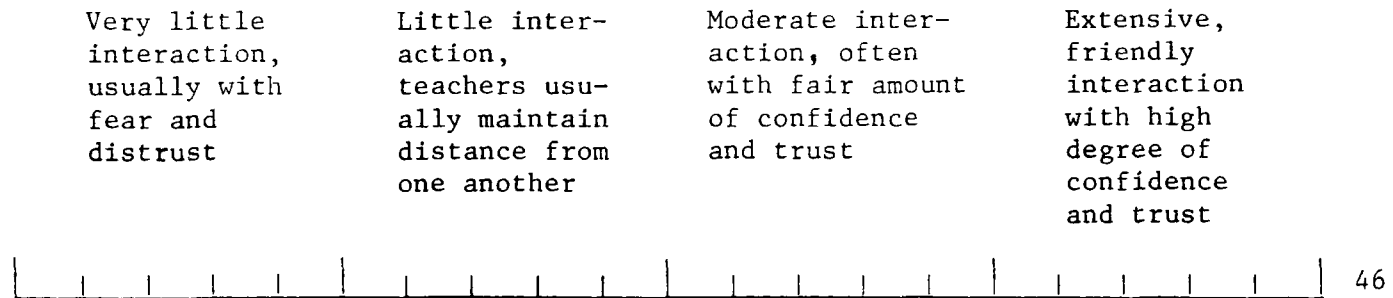
How well does your principal know the problems faced by teachers?



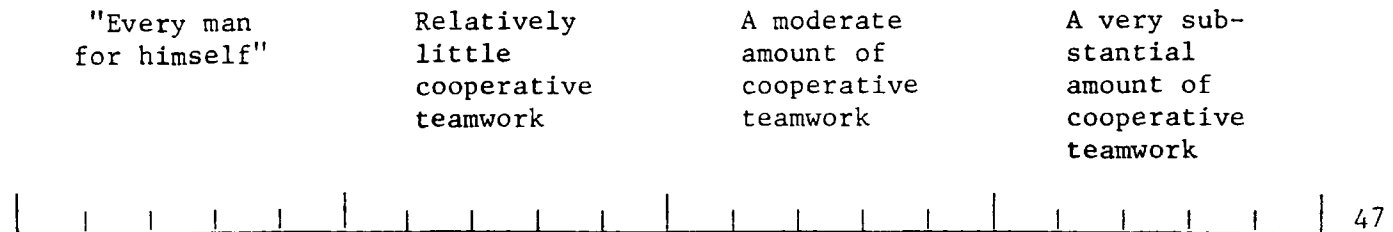
What is the character and amount of interaction in your school between principal and teachers?



What is the character and amount of interaction in your school among teachers?



In your school, is it "every man for himself" or do principal, teachers and students work as a team?



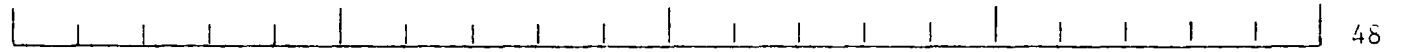
At what level are decisions made about school matters, such as course content, instructional plans, teaching methods, student behavior, student activities, etc.?

All or almost all decisions made by board, superintendent and staff

Largely by board, superintendent and staff, some by principals

Broad policy by board, superintendent and staff. More specific decisions made at lower levels

Throughout school system: principal, teachers, and students participating in decisions affecting them



To what extent are you involved in major decisions related to your work?

Not at all

Never involved in decisions related to my work; occasionally consulted

Usually consulted, but ordinarily not involved in decisions related to my work

Fully involved in decisions related to my work



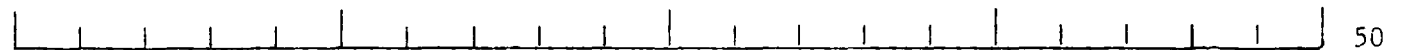
How much does your principal really try to help you with your problems?

Very little

Somewhat

Quite a bit

Very much



In general, how much does the decision-making process contribute to the desire of teachers to do a good job?

Not very much, often weakens it

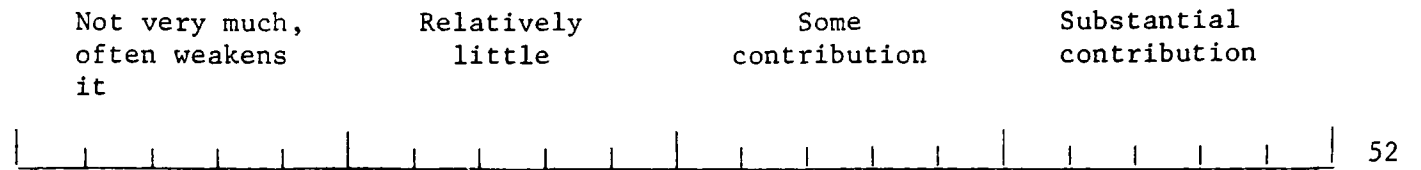
Relatively little

Some contribution

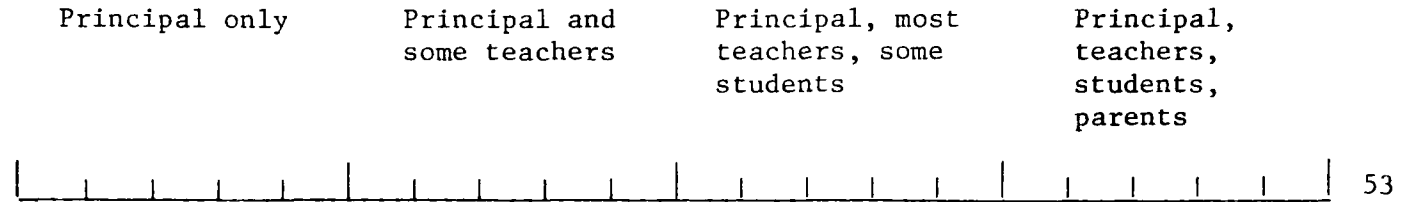
Substantial contribution



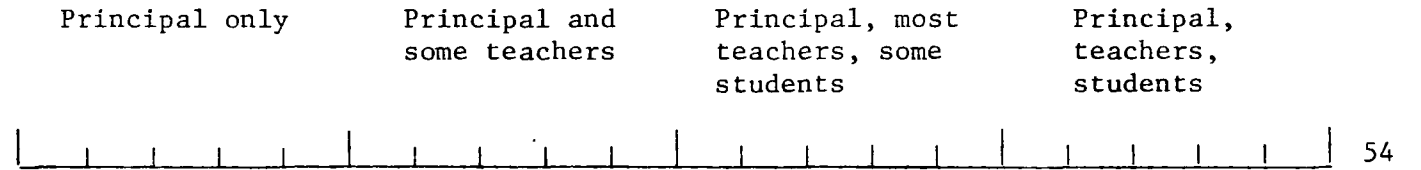
In general, how much does the decision-making process contribute to the desire of students to do a good job?



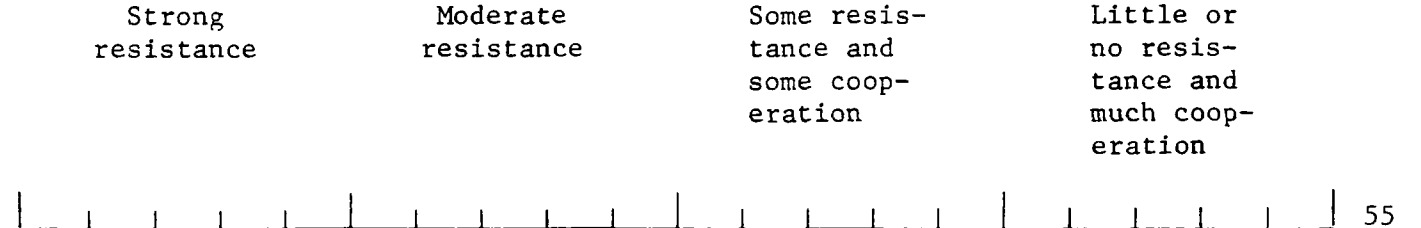
*Who holds high performance goals for your school?



Who feels responsible for achieving high performance goals?



How much resistance is there to achieving high performance goals in your school?



*If no one expects a high level of performance, place a check mark here ___ and skip items 53, 54 and 55.

APPENDIX 2

THE SUPERVISORY EXPECTATION SCALE

THE SUPERVISORY EXPECTATION SCALE

Listed below are some activities in which principals can engage. Please answer the question by checking the area which best describes your feelings.

In this section we are dealing with the ideal situation. A low rating indicates that while the job itself may be important, you think that it should be assigned mainly to someone else other than the principal or receive only his superficial attention.

Please remember this section deals with the ideal situation.

HOW IMPORTANT A PART OF A PRINCIPAL'S JOB DO YOU CONSIDER EACH OF THE FOLLOWING?

	EXTREMELY IMPORTANT	VERY IMPORTANT	OF MODERATE IMPORTANCE	OF LITTLE IMPORTANCE	OF NO IMPORTANCE
1. Providing opportunities for teachers to visit other classrooms within or outside the school.	—	—	—	—	—
2. Working with groups of parents in evaluating school progress.	—	—	—	—	—
3. Ordering and distributing supplies.	—	—	—	—	—
4. Visiting the classroom on an informal basis.	—	—	—	—	—
5. Acquainting teachers with new teaching trends.	—	—	—	—	—
6. Providing orientation programmes for a new teachers.	—	—	—	—	—
7. Closely supervising new teachers in the school.	—	—	—	—	—
8. Providing regular staff bulletins.	—	—	—	—	—
9. Assisting teachers with problems in discipline.	—	—	—	—	—
0. Encouraging teachers to undertake professional development courses.	—	—	—	—	—

	EXTREMELY IMPORTANT	VERY IMPORTANT	OF MODERATE IMPORTANCE	OF LITTLE IMPORTANCE	OF NO IMPORTANCE
11. Encouraging teachers to introduce curricular changes.	—	—	—	—	—
12. Working with groups of teachers in in-service workshops.	—	—	—	—	—
13. Supervising the caretaking staff.	—	—	—	—	—
14. Assisting teachers to interpret and implement relevant research information.	—	—	—	—	—
15. Evaluating and redefining the policies upon which the school operates.	—	—	—	—	—
16. Obtaining help for teachers from outside specialists.	—	—	—	—	—
17. Commending the efforts and accomplishments of teachers.	—	—	—	—	—
18. Acquainting teachers with new classroom organizational procedures.	—	—	—	—	—
19. Providing clerical help for teachers.	—	—	—	—	—
20. Encouraging classroom experimentation.	—	—	—	—	—
21. Evaluating the performance of teachers.	—	—	—	—	—
22. Utilizing classroom visitation and follow-up conferences.	—	—	—	—	—
23. Evaluating and defining the goals of the school.	—	—	—	—	—
24. Dealing with disagreements among teachers.	—	—	—	—	—
25. Managing the school office.	—	—	—	—	—

In this section are listed the same activities as in the previous part. Please answer these items as you actually feel it exists in your present situation. As indicated previously, a low rating merely shows that in your opinion your principal does not consider that activity to be his responsibility. Please remember this section deals with your actual situation.

IN YOUR PRESENT SITUATION HOW IMPORTANT DO YOU THINK YOUR PRINCIPAL CONSIDERS EACH OF THE FOLLOWING ACTIVITIES?

	EXTREMELY IMPORTANT	VERY IMPORTANT	OF MODERATE IMPORTANCE	OF LITTLE IMPORTANCE	OF NO IMPORTANCE
1. Providing opportunities for teachers to visit other classrooms within or outside the school.	---	---	---	---	---
2. Working with groups of parents in evaluating school progress.	---	---	---	---	---
3. Ordering and distributing supplies.	---	---	---	---	---
4. Visiting the classroom on an informal basis.	---	---	---	---	---
5. Acquainting teachers with new teaching trends.	---	---	---	---	---
6. Providing orientation programmes for new teachers.	---	---	---	---	---
7. Closely supervising new teachers in the school.	---	---	---	---	---
8. Providing regular staff bulletins.	---	---	---	---	---
9. Assisting teachers with problems in discipline.	---	---	---	---	---
10. Encouraging teachers to undertake professional development courses.	---	---	---	---	---

	EXTREMELY IMPORTANT	VERY IMPORTANT	OF MODERATE IMPORTANCE	OF LITTLE IMPORTANCE	OF NO IMPORTANCE
11. Encouraging teachers to introduce curricular changes.					
12. Working with groups of teachers in in-service workshops.					
13. Supervising the caretaking staff.					
14. Assisting teachers to interpret and implement relevant research information.					
15. Evaluating and redefining the policies upon which the school operates.					
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23. Evaluating and defining the goals of the school.					
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25. Managing the school office.					

APPENDIX 3

ABSTRACT OF

An Empirical Study of the Relationship Between
Administrative Atmosphere and Supervisory Expectations
Held by Teachers for the Principal

APPENDIX 3

ABSTRACT OF

An Empirical Study of the Relationship Between Administrative Atmosphere and Supervisory Expectations Held by Teachers for the Principal¹

The purpose of this study was to test suggested theoretical postulations concerning the relationship between organizational factors and perceived administrative behaviour. The organizational dimension was examined with reference to administrative atmosphere. Teacher perception of administrative behaviour referred to the expectations held by teachers for supervision by the principal.

The specific hypothesis were:

1. There are no significant differences between supervisory expectation scores of teachers in authoritarian schools and supervisory expectation scores of teachers in participatory schools.
2. There are no significant differences in the degree of congruence existing between ideal supervisory expectation scores and actual perceived principal supervisory behaviour scores of teachers in authoritarian schools and corresponding scores of teachers in participatory schools.
3. (a) There are no significant differences among supervisory expectation scores of teachers in authoritarian schools.
(b) There are no significant differences among supervisory expectation scores of teachers in participatory schools.

¹ Ian Dow, doctoral thesis presented to the Faculty of Education of the University of Ottawa, Ontario, March 1971, x-132 p.

The sample of schools was randomly chosen from four jurisdictions within the regional municipality of Ottawa-Carleton. The most authoritarian and most participatory schools were then utilized for the investigation of teacher supervisory expectations. The measuring instruments included the Profile of a School and The Supervisory Expectation Scale.

The data were analyzed by t tests and repeated measures analysis of variance procedures. The following conclusions were elicited from the results:

1. The ideal supervisory expectations of teachers in authoritarian schools did not differ significantly from the ideal supervisory expectations of teachers in participatory schools.
2. Teachers perceived a significant difference in the level of discrepancy existing between ideal supervisory expectations and actual principal supervisory behaviour in authoritarian schools and similar measures of teachers in participatory schools.
3. Significant differences were found among ideal supervisory expectations of teachers in authoritarian schools.
4. Significant differences were found among ideal supervisory expectations of teachers in participatory schools.
5. There were no significant differences among discrepancy scores of teachers in authoritarian schools.

6. Teachers perceived significant differences among discrepancy scores in participatory schools.

Further investigations of the following nature were suggested:

1. replicative studies emphasizing specific grade levels;
2. further research concerning the leadership behaviour of the principal as it relates to teacher expectations;
3. investigation of behavioural characteristics influencing teacher expectations for supervision by the principal;
4. Canadian studies investigating principal perception of teacher expectations.