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A study of the supervisory activities of the teacher-principal in selected elementary schools in San Joaquin, Stanislaus and Sacramento Counties

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A STUDY OF THE SUPERVISORY ACTIVITIES OF THE
TEACHER-PRINCIPAL IN SELECTED ELEMENTARY SCHOOLS
IN SAN JOAQUIN, STANISLAUS AND SACRAMENTO COUNTIES

A Thesis
Presented to
the Faculty of the School of Education
The College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
John K. Morris
June 1960

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	2
Procedures Used In This Study	3
Definition of Terms	5
II. REVIEW OF THE RELATED LITERATURE	8
General Aspects and Purposes of Supervision	8
The Role of the Teacher-Principal in	
Elementary Schools	12
Summary	13
III. PROFESSIONAL BACKGROUND OF RESPONDENTS	15
IV. NON-TEACHING ACTIVITIES OF THE TEACHER-	
PRINCIPAL	23
V. RESPONDENTS' RATINGS OF SELECTED SUPERVISORY	
ACTIVITIES	25
Preferred Supervisory Techniques	25
Relative Values of Selected Supervisory	
Duties	27
Ranking of Selected Supervisory Techniques .	28
Summary	32
VI. RESPONDENTS' SUGGESTIONS ON HOW BETTER SUPER-	
VISION MIGHT BE PROVIDED	35

CHAPTER	PAGE
VII. SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS . . .	39
Summary	39
Recommendations	40
Conclusions	41
BIBLIOGRAPHY	42
APPENDIX A	47
APPENDIX B	49

LIST OF TABLES

TABLE	PAGE
I. Number of Years of Teaching Experience of Teacher-Principals in San Joaquin, Stanislaus and Sacramento Counties, 1955-56	15
II. Number of Years of Teacher-Principal Experience of Teacher-Principals in San Joaquin, Stanislaus and Sacramento Counties, 1955-56 .	16
III. Credentials Held by Teacher-Principals in San Joaquin, Stanislaus and Sacramento Counties, 1955-56	18
IV. Highest College Degree Held by Teacher- Principals in San Joaquin, Stanislaus and Sacramento Counties, 1955-56	19
V. Size of Schools Supervised by Teacher- Principals in San Joaquin, Stanislaus and Sacramento Counties, 1955-56	20
VI. Number of Schools Supervised by Teacher- Principals in San Joaquin, Stanislaus and Sacramento Counties, 1955-56	21
VII. Preferred Supervisory Techniques by Teacher- Principals in San Joaquin, Stanislaus and Sacramento Counties, 1955-56	26

TABLE

PAGE

VIII.	Ranked Importance of Selected Supervisory Activities as Considered by Selected Teacher- Principals in San Joaquin, Stanislaus and Sacramento Counties, 1955-56	29
IX.	Summary of Suggestions for Improvement of Supervision by Selected Teacher-Principals in San Joaquin, Stanislaus and Sacramento Counties, 1955-56	37

CHAPTER I

INTRODUCTION

Supervision is interpreted in various ways by teacher-principals as a result of the differences in their background, training, and experience. Some realize that good supervisory activities involve the stimulation of professional growth; others give a sigh of relief at the end of their teaching day and have little time for supervisory activities; and still other teacher-principals look upon the goal of supervision as a perpetuation of their personal teaching blueprints. This diversity of interpretation is in itself evidence of need for a better understanding of the true supervisory obligations of the teacher-principal.

It is the function of good supervision to be concerned with the efforts of all persons who help children to grow in educational stature. It is further the obligation of the teacher-principal to provide good supervision in addition to his classroom teaching. Accordingly, it is desirable to isolate, examine and evaluate common supervisory activities of the teacher-principal.

I. THE PROBLEM

It is the purpose of this study to investigate the supervisory activities of the sixty-eight teacher-principals in San Joaquin, Stanislaus, and Sacramento counties and to identify the diversity of duties performed by those in this unique position.

Purposes of this study are to make (1) a statistical study to determine what supervisory services are presently being provided, and (2) recommendations for providing better supervision.

The sixty-eight teacher-principals involved in this study were asked regarding their general education and teaching background; their school-connected duties and services performed apart from supervision; their evaluation of and reactions to certain supervisory techniques; and their suggestions for the improvement of classroom supervision.

The responsibilities of a teacher-principal are manifold -- he has not only a full-time teaching assignment, but also the administration of a school as well as the added task of supervising his staff. The amount of supervision he can give, and the number and variety of techniques that the teacher-principal can suggest to his teachers in helping to solve their teaching problems greatly depend on the time devoted to supervision and on his own professional competence. In this study

an attempt has been made to determine the amount and type of supervision the teacher-principal is giving.

The article, "Are Teaching-Principals A Vanishing Race?" challenges one's thinking, and the following passage is of particular note:

The teacher-principal is expected to supervise, to do all the things laid down by modern educational theory. In many ways it is the most trying position in modern schools, but it also has the satisfaction of both the classroom teacher and the principal¹

Realistically speaking, one realizes the duties of a teacher-principal include three full-time jobs. To gain the satisfactions of a classroom teacher, teaching must be effectively done; to be successful as a principal, the school must be efficiently operated; to be beneficial as a supervisor, the teacher-principal is expected to guide, stimulate, and direct his staff members. To fill such a position satisfactorily is indeed a challenge.

II. PROCEDURES USED IN THIS STUDY

The data for this study are based on a questionnaire submitted to sixty-eight elementary school teacher-principals employed in San Joaquin, Stanislaus, and Sacramento counties.

1

F. W. Hubbard, "Are Teaching-Principals A Vanishing Race?" National Elementary Principal, October, 1953, 7:641-653.

during the 1956-57 school year. A preliminary draft of the questionnaire was reviewed by the thesis committee and three teacher-principals in San Joaquin County. The questionnaire² is dealt with in detail in Chapters III, IV, V, and VI.

At the time of the survey there were seventy-seven separate elementary schools within Sacramento, Stanislaus, and San Joaquin counties having teacher-principals, each with staffs of from four to nine teachers. Each of the principals of these schools was sent a questionnaire with the request to answer and return it within two weeks. A stamped self-addressed envelop was provided.

Replies were received from 68 of the 75 teacher-principals who were sent questionnaires. Of the total number of respondents 72.1 per cent, or 49, were men and 27.9 per cent, or 19, were women. Seventy per cent of the respondents gave replies to all the questions, while approximately 30 per cent replied to only a majority of the questions. In reporting the data from the questionnaire there is a variation between the total number of teacher-principals answering the questionnaire and those replying to separate items.

Literature dealing with the teacher-principal was reviewed. The writer was primarily concerned with literature relating to (1) general evaluation of supervision, (2) the

2

See Appendix B for copy of the final questionnaire.

role of the teacher-principal in the elementary schools, and (3) the supervisory activities of the teacher-principal.

Only certain supervisory activities were considered because of the difficulty of gaining a complete understanding of all supervisory techniques.³

III. DEFINITION OF TERMS

For the purposes of this study, the following definitions of words and terms are accepted.

Activity. Any large learning situation in which children willingly engage, . . . usually involves investigation, experience, and study in several related areas of knowledge . . . without recourse to formal or traditional classroom procedures.⁴

A.D.A. A measure obtained by dividing the aggregate attendance by the actual number of days school has been in

3

These references were consulted: Selda Cook, "Teachers' Ideas of Helpful Supervision," Educational Administration and Supervision (December 1923), 9:554-557; Melvin C. Hart, "Supervision from the Standpoint of the Supervised," School Review (September 1929), 37:547-550; A. S. Barr, et al, Supervision: Principles and Practice in the Improvement of Learning (New York: D. Appleton-Century Company, 1947); and F. C. Ayer and A. S. Barr, The Organization of Supervision (New York: D. Appleton-Century Company, 1928).

4

Carter V. Good (ed) and Harold Benjamin (consulting ed), Dictionary of Education (New York: McGraw-Hill Book Co., 1945), p. 7.

session.⁵ It is the accepted abbreviation for average daily attendance which includes actual attendance and excused absences of pupils.

Curriculum. A body of prescribed educative experiences under school supervision, designated to provide an individual with the best possible training and experience to fit him for the society of which he is a part or to qualify him for a trade or profession.⁶

Extra-curricular activities. Programs and events, carrying no academic credit, sponsored and organized by pupil organizations or by the educational institution, designed to entertain, interest, and/or to provide exercise of interests and abilities, subject to some measure of control by the institution.⁷

Supervision. All efforts of designated school officials directed toward providing leadership to teachers and other educational workers 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, methods of teaching, and the evaluation of instruction.⁸

⁵ Ibid., p. 36.

⁷ Ibid., p. 124.

⁶ Ibid., p. 113.

⁸ Ibid., p. 400.

Supervisor. An individual in charge of the courses of study for a particular subject [area] and of all teachers of that subject [within given limits].⁹

Teacher-principal. An elementary school administrator who is also a classroom teacher.

Technique. The process, manipulation, or procedure required in any art, study, activity, or procedure.¹⁰

Yard duty. Supervision of the school playground during recess, lunch time, physical education periods, before or after school.

⁹
Webster's New Twentieth Century Unabridged Dictionary
(New York: Random House, 1957), p. 2675.

¹⁰
Good, op. cit., p. 413.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Although many surveys have been made regarding the importance of supervision, comparatively few concern themselves with the teacher-principal's role in supervision, which is the purpose of this study. Three aspects of the literature reviewed are discussed in this chapter: that relating to (1) general aspects and purposes of supervision; (2) the role of the teacher-principal in elementary schools; and (3) the teacher-principal's supervisory activities.

I. GENERAL ASPECTS AND PURPOSES OF SUPERVISION

A brief review of the development of supervision in the schools of the United States indicated that concepts of its meanings and functions have changed as aims and conditions of education have changed.¹ The concept of supervision as a role for all concerned --the counsellor, the coordinator, the fellow-worker, the teacher's friend-- "creates a wholly new approach."² The importance of improving supervisory

¹ D. Belser, "Changing Concepts of School Supervisors," Educational Methods (March 1943), 22:259.

² Clarence Fielstra, "Supervision Today," The Bulletin of the National Association of Secondary School Principals (December 1950), 34:9.

practices has been recognized for many years. As early as 1929 Hart, in commenting on supervisory procedures, made the following suggestions:

(1) More frequent visits; (2) more helpful criticisms either by written report or by personal conference after visitations; (3) the supervisor should stay throughout the entire period; and (4) the supervisor should visit a class a number of times on consecutive days.³

Specific procedural suggestions were offered the supervisor in an article written by Broome:

1. The supervisor should be sure that he is thoroughly prepared for each supervisory visit.

2. He should approach the class in a friendly uncritical attitude.

3. Beyond asking a question now and then for information, he should be as quiet and unobtrusive as possible.

4. As soon as possible after a supervisory visit he should have a conference with the teacher, giving the teacher a full opportunity to explain the work, its difficulties and problems.

5. In offering his criticisms the supervisor should be very definite, preferably offering commendatory criticisms before presenting unfavorable ones.

6. He should never leave the interview without giving the teacher some definite and practical suggestions for improvement.

7. While this seems an unnecessary suggestion to any supervisor who has common sense, he should avoid commenting in the presence of other teachers or pupils on the work of the teachers whom he supervises.⁴

³ Melvin C. Hart, "Supervision from the Standpoint of the Supervised," School Review (September 1929), 37:547-550.

⁴ E. C. Broome, "Some Thoughts on Supervision," Phi Delta Kappan (October 1942), 25:58-59.

Many authorities agree that changes in supervisory procedures may help solve the many problems confronting the relationship between the supervisor and the teacher.⁵ An investigation of supervisory conditions and practices was carried out by Southall,⁶ who reported that the classroom visitation to observe teaching was the most widely used of the direct supervisory methods and ranked first in the approval of specialists, superintendents, and teachers. The two types of demonstrations Southall found to be used most frequently and effectively by supervisors were: (1) for individual teachers, a demonstration with the teacher's own pupils, and (2) for a group of teachers, a capable teacher conducting a demonstration with her own pupils. The individual conference with teachers and principals was found to be the most frequently used of the supervisory means. Directed observation was the least used supervisory technique, although over four-fifths of the teachers and specialists recommended it as a means of continuing the training of inexperienced teachers.

⁵A. A. Hoppock, "What Is Supervision?" Educational Leadership (January 1945), 2:146; Worth McClure, "The Superintendent and Creative Supervision," American School Board Journal (March 1933), 86:27-28; and John A. Bartky, "Helping Teachers Teach," School and Society (September 1947), 66: 241-244.

⁶Maycie Southall, Direct Agencies of Supervision as Used by General Elementary Supervisors. Contributions to Education No. 66. (Nashville, Tennessee: George Peabody College for Teachers, 1930.)

The importance of democracy in supervision has been stressed in many studies,⁷ emphasizing the point that democratic procedures are essential in maintaining good relationships between the supervisor and the teacher. Barr, Burton, and Brueckner,⁸ three specialists in the field of education, have collaborated in writing on the subject of supervision.

Rorer stated that democratic supervision is necessary to create the environment in which teachers and pupils can grow into social beings capable of originality, initiative, self-expression, self-direction, and creativeness.⁹

Regarding the role of the supervisor in the elementary school, Hillegas has stated:

The general supervisor has been greatly handicapped by the lack of a definite place in the administrative organization. Because he has no recognized responsibilities, those with whom he deals often regard him as an intruder and try to thwart rather than assist him.¹⁰

⁷ Ward Miller, Democracy in Educational Administration (New York: Teachers College, Columbia University, 1942); H. H. Ryan, "Bringing Out the Teacher's Best," Journal of Education (February 1950), 133:41-43; and W. R. Teeters, "What of Supervision?" Educational Methods (January 1943), 22:171-172.

⁸ A. S. Barr, et al., Supervision: Principles and Practices in the Improvement of Instruction (New York: D. Appleton-Century Co., 1947); Barr, Democratic Leadership in the Improvement of Learning, ibid.

⁹ John A. Rorer, Principles of Democratic Supervision (Teachers College, Columbia University, Contributions to Education No. 858. New York: Columbia University Press, 1942).

¹⁰ M. B. Hillegas, The Elements of Classroom Supervision (New York: Daidlaw Brothers, 1931).

Other significant authorities have also brought out the same conclusions.¹¹

II. THE ROLE OF THE TEACHER-PRINCIPAL IN ELEMENTARY SCHOOLS

The teacher-principal is faced with many and varied activities making demands upon his time. He must see that his time is properly apportioned to serve his classroom, his teachers, and to take care of his administrative duties.

With time at a premium for the teacher-principal, supervisory activities often suffer. "Other duties take time away from the instructional leadership most principals want to give."¹²

A study by Hubbard revealed that in 1933 three-fourths of teacher-principals were women and that the typical principal had 288 pupils in his school, no bachelor's degree, seven years of teacher-principal experience, and twenty and one-half years' teaching experience, and had spent 64 per cent of his

¹¹ G. C. Kyte, The Principal at Work (Boston: Ginn and Co., 1941); C. G. Kumpf, "Direct Individualized Supervision," National Elementary Principal (April 1943), 22:173-177; R. Gillshan, "Duties of the General Supervisor," Kentucky School Journal (January 1943), 21:25-27; Rena Gans, "Teachers Appraise Supervision and Administration," Education (December 1946), 27:217-222; and C. E. Scott, "Continuity, An Aim of Supervision," American School Board Journal (April 1924), p. 24.

¹² Frank W. Hubbard, "Are Teaching-Principals A Vanishing Race?" National Elementary Principals (October 1948), 48: 29-30.

time in teaching. In 1948, 15 years later, Hubbard found one-half of teacher-principals were men who had a bachelor's degree, eight years of teacher-principal experience, and twenty-one years of teaching experience, and had spent 60 per cent of their time teaching.¹³

The related literature suggested two means of relieving the teacher-principal's frustration of wanting to give more supervisory help and being unable to do so: (1) unscheduled conferences and (2) lighter teaching load. As was stated by Clausen:

The development of goodwill and a spirit of cooperation was sought through recess-time and noon hour conferences with the individual classroom teacher. It has been decided that the only way to do justice to both teachers and the pupils is for the principal to be relieved of part of his teaching duties.¹⁴

III. SUMMARY

There was a lack of literature related specifically to the teacher-principal. Research indicated a marked improvement in professional training of the teacher-principal. With the additional professional training now evident, an awareness of the need and value of a democratic approach to supervision was evident. Professional recognition of the teacher-principal

¹³ Ibid.

¹⁴ Melvin F. Clausen, "Teaching Principal," National Elementary Principals (October 1945), 30:32-34.

was found to be needed if his responsibility of supervision was to be recognized. The literature reviewed stressed the unique position of the teacher-principal as supervisor, teacher, and administrator, and emphasized his lack of sufficient time to do an adequate supervisory job.

The teacher-principal's time is consumed by (1) his teaching, (2) school administration, and (3) teacher supervision. Supervision, relegated to the odd times available, was often of necessity neglected.

CHAPTER III

PROFESSIONAL BACKGROUND OF RESPONDENTS

The teaching experience and academic background of the respondents, size of schools, and the number of teachers supervised in each district are discussed in this chapter.

Number of years of teaching experience. Table I indicates that nearly one third of the teacher-principals have taught six to ten years. It is interesting to note that the

TABLE I

NUMBER OF YEARS OF TEACHING EXPERIENCE
OF TEACHER-PRINCIPALS IN
SAN JOAQUIN, STANISLAUS AND SACRAMENTO COUNTIES
1955-56

Years of experience	Number of respondents	Per cent of respondents
3 - 5	20	29.4
6 - 10	22	32.4
11 - 15	8	11.7
16 - 20	4	5.9
More than 20	14	20.6
Total	68	100.0

smallest number (5.9 per cent) claimed teaching service for sixteen to twenty years and yet over 20 per cent had been teaching more than twenty years.

Number of years of teacher-principal experience.

Table II shows that the greatest number (41.2 per cent) of those involved in this study have had only one to three years of experience as teacher-principal. Two of the sixty-eight respondents have had as much as sixteen to eighteen years of teacher-principal experience.

TABLE II

NUMBER OF YEARS OF TEACHER-PRINCIPAL EXPERIENCE
OF TEACHER-PRINCIPALS IN
SAN JOAQUIN, STANISLAUS AND SACRAMENTO COUNTIES,
1955-56

Years of experience	Number of respondents	Per cent of respondents
1 - 3	28	41.2
4 - 6	16	23.5
7 - 9	8	11.8
10 - 12	7	10.3
13 - 15	7	10.3
16 - 18	2	2.9
Total	68	100.0

Credentials held. The State of California requires that teacher-principals must possess at least one of the following credentials to hold their position in an elementary school: (1) General Elementary credential, valid from kindergarten through the eighth grade; (2) General Elementary Administrative, kindergarten through the eighth grade; (3) General Administrative, kindergarten through the twelfth grade (which also requires the teaching credential on the same level); and/or (4) Provisional General Elementary, kindergarten through eighth grade. Table III indicates that of the sixty-eight replying, 91.2 per cent held General Elementary credentials, and only 20.6 per cent held the Elementary Administrative credential.

Degrees held. Table IV (page 19) indicates that most of the sixty-eight teacher-principals had earned a bachelor's degree. Six individuals (8.9 per cent) had not completed the requirements of a college degree.

Size of schools supervised. Table V (page 20) indicates a third of the teacher-principals were teaching in schools with 65 to 104 average daily attendance (ADA) and less than one-half were supervising in schools having ADA of 165 to 219. The thirty middle-sized schools (ADA 105-165) claimed 42.8 per cent of the respondents.

TABLE III

CREDENTIALS HELD BY TEACHER-PRINCIPALS IN
SAN JOAQUIN, STANISLAUS AND SACRAMENTO COUNTIES
1955-56

Type of credential	Number of credentials	Per cent of respondents
General Elementary	62	91.2
Elementary Administrative	14	20.6
General Administrative	6	8.9
General Junior High	12	17.9
General Secondary	9	13.2
Life Diploma	3	4.4
Provisional Elementary	6	8.9
Total	112 ^a	165.1 ^b

^a Some respondents indicated possessing more than one credential.

^b Percentages were taken on the basis of the total number of respondents (68).

TABLE IV
HIGHEST COLLEGE DEGREE HELD
BY TEACHER-PRINCIPALS IN
SAN JOAQUIN, STANISLAUS AND SACRAMENTO COUNTIES,
1955-56

Degree held	Number of respondents	Per cent of respondents
Bachelor of Arts	52	76.4
Bachelor of Science	7	10.3
Master of Arts	5	7.4
No degree	4	5.8
Total	68	100.0

TABLE V

SIZE OF SCHOOLS SUPERVISED BY TEACHER-PRINCIPALS IN
SAN JOAQUIN, STANISLAUS AND SACRAMENTO COUNTIES
1955-56

Size of school (ADA)	Number of schools	Per cent of total number of schools
65 - 84	12	17.8
85 - 104	13	19.1
105 - 124	12	17.8
125 - 144	15	22.1
145 - 164	3	4.4
165 - 179	7	10.2
180 - 199	4	5.8
200 - 219	2	2.8
Total	68	100.0

Number of teachers supervised. Table VI reveals that 70.6 per cent of the responding teacher-principals were supervising from three to five teachers while the remaining 29.4 per cent were supervising six to seven teachers.

TABLE VI
NUMBER OF SCHOOLS SUPERVISED
BY TEACHER-PRINCIPALS IN
SAN JOAQUIN, STANISLAUS AND SACRAMENTO COUNTIES
1955-56

Number of teachers	Number of schools	Per cent of total number of schools
3	10	14.7
4	27	39.7
5	11	16.2
6	11	16.2
7	9	13.2
Total	68	100.0

Summary. The questionnaire returns from 68 teacher-principals in selected schools in San Joaquin, Stanislaus and Sacramento counties developed the following picture of their general educational background and teaching experience:

1. Approximately two-thirds of the respondents had from one to six years of teacher-principal experience.

2. While 91.2 per cent of the respondents held the General Elementary Credential, only 29.5 per cent held administrative credentials.

3. The average daily attendance of the respondents' schools was fairly well distributed, ranging between 65 and 124 students.

4. Approximately one-third (39.7 per cent) of the teacher-principals who responded had four teachers to supervise.

CHAPTER IV

NON-TEACHING ACTIVITIES OF THE TEACHER-PRINCIPAL

Clerical duties performed by the administrators involved in this study included a variety of tasks. Questionnaire replies indicated over half of the respondents had to perform such clerical duties as keeping district financial records, keeping cafeteria records and reports, making out the warrants, keeping transportation records and reports, serving as secretary to the board of trustees, recording board minutes, and handling all correspondence for the school. These non-teaching duties consumed ten to twelve hours per week of the administrator's time.

The majority of the teacher-principals in San Joaquin, Stanislaus and Sacramento counties were found to be performing such non-teaching supervision activities as supervising the cafeteria, yard duty, and supervising extra-curricular sports. Approximately a fourth of the administrators supervised a student council group or had charge of the traffic patrol. Five of the sixty-eight teacher-principals had to add the supervision of manual arts to their activities. Such non-teaching supervision activities demanded an average total of fourteen and one-half hours per week.

Non-teaching personnel under the respondents' supervision included custodians, cafeteria personnel, bus drivers, and school nurse. Approximately a third of all the teacher-principals had at least two or three non-teaching persons to supervise.

CHAPTER V

RESPONDENTS' RATINGS OF SELECTED SUPERVISORY ACTIVITIES

I. PREFERRED SUPERVISORY TECHNIQUES

Section II of the questionnaire included a list of common supervisory duties generally performed by the teacher-principal.

Each teacher-principal was specifically asked the questions (1) "Do you give this type of supervision?" and (2) "Of what value do you consider this type of supervision?" The respondents were also requested to list in order of importance the four activities considered most valuable. Table VII lists in order of the number of responses the preferred supervisory techniques.

Replies to the inquiry regarding the relative value placed on supervisory activities revealed that individual conferences (94.1 per cent), teachers' meetings (93.7 per cent), and provision of professional reading materials (92.7 per cent) were the three most preferred media. Panels, forums or supervisory bulletins were not used by many teacher-principals.

TABLE VII
PREFERRED SUPERVISORY TECHNIQUES
BY TEACHER-PRINCIPALS IN
SAN JOAQUIN, STANISLAUS AND SACRAMENTO COUNTIES
1955-56

Activity	Participation in activity				Total responses
	YES	% of total	NO	% of total	
Individual conferences	64	94.1	4	5.9	68
Constructive criticism	63	92.5	5	7.5	68
Help in curriculum planning	60	90.7	5	7.7	65
Teachers' meetings	60	93.7	4	6.3	64
Help in administering tests and measurements	44	74.6	15	25.4	59
Group counseling	33	58.9	23	41.1	56
Provisions of supplementary teaching materials	51	92.7	4	7.5	55
Classroom observation	36	67.9	17	32.1	53
Demonstration teaching	9	18.8	39	81.2	48
Workshops	17	36.2	30	63.8	47
Committee work	23	51.1	22	48.9	45
Demonstration teaching planned with teacher	8	20.0	32	80.0	40
Lists of professional readings	19	54.3	16	45.7	35
Panel and forum	6	17.7	28	82.3	34
Supervisory bulletins	7	23.3	23	76.7	30

II. RELATIVE VALUES OF SELECTED SUPERVISORY DUTIES

The teacher-principals participating in the study were asked to indicate what they considered the relative value of selected supervisory duties. The item receiving the highest percentage of favorable replies was that of individual conference. It should be noted that this duty can be carried on outside the classroom and is probably one of the most effective means of supervision the teacher-principal has. Of the responses, 94.1 per cent indicated the individual conference of great value. Also receiving a high percentage of positive response was curriculum planning, gaining 90.7 per cent of the "great value" answers.

Other techniques for helping teachers and the percentage of principals mentioning them were: constructive criticism, 92.5 per cent; provisions of supplementary teaching materials, 92.7 per cent; help in administering tests and determining measurements, 74.6 per cent; and workshops, 36.2 per cent.

Specified activities, demonstration teaching planned with the teacher, and demonstration teaching must not be overlooked. Eighty-four and six tenths per cent considered demonstration teaching which has been planned with the teacher

valuable and 77.4 per cent considered demonstration teaching worthwhile. On the other hand, only 20 per cent and 18.8 per cent, respectively, were giving this type of supervisory help. This would indicate that the teacher-principal is aware of the value of the aforementioned activities but is unable to include them in his program.

Teachers' meetings were considered of great value by 81.8 per cent of the respondents. The teacher-principal, knowing time is of the essence, schedules only essential meetings. It is apparent that the teachers' meetings provide excellent opportunity for the administrator to iron out many problems at one time.

III. RANKING OF SELECTED SUPERVISORY TECHNIQUES

It is of interest to consider how the administrators responding to the questionnaire regard the relative importance of these activities in supervision. This section will consider the ranking of these supervisory activities. In the questionnaire, the teacher-principals were asked to select the items according to importance, ranking them one, two, three, and four. In Table VIII the point values were computed on the following basis: four points assigned to those items rated as "1"; three points to those rated as "2"; two points to those rated "3"; and one point to those rated "4".

TABLE VIII

RANKED IMPORTANCE OF SELECTED SUPERVISORY ACTIVITIES
AS CONSIDERED BY SELECTED TEACHER-PRINCIPALS IN
SAN JOAQUIN, STANISLAUS AND SACRAMENTO COUNTIES
1955-56

Activity	RANK	Number of times mentioned	Total point value
Individual conference	1	60	180
Help in curriculum planning	2	48	116
Teachers' meetings	3	40	96
Constructive criticism	4	44	84
Classroom observation	5	36	82
Workshops	6	28	80
Demonstration teaching planned with teacher	7	24	48
Group counseling	8	16	36
Provision of supplementary teaching materials	9	15	32
Supervisory bulletins	10	8	12
Committee work	11	4	11
Lists of professional reading suggestions	12	8	8
Panels and forums	13	3	4

Since the questionnaire did not ask for signatures, the teacher-principal comments have not been acknowledged through footnotes even though the comments are direct quotations. These verbatim comments will be used in this section as well as in future chapters.

Individual conference. Mentioned the greatest number of times and ranked as number one according to the data, individual conferences were considered most valuable. In an effort to obtain a better understanding of the teacher's problems, one teacher-principal suggested conferences in lieu of classroom observation.

Help in curriculum planning. This activity ranked second in importance. One teacher-principal stated, "Give teachers definite methods, such as the game to be used in drills and examples of successful lessons, and they will feel more secure."

Teachers' meetings. Teachers' meetings ranked third in importance. Two comments by respondents were:

It seems to me to be almost impossible to give the time you would like to give to supervision. We have only after school, i.e., teachers' meetings to give supervisory help, not in the actual classroom where it is needed.

I can answer questions from my teachers briefly between classes, during recesses, and after school, but planned teachers' meetings are my only source of talking out the teachers' problems.

Constructive criticism. The item marked fourth in importance with 84 points was constructive criticism. The following are quotations regarding this point:

Supervisors are to assist, not criticize. I find this method of supervision very helpful as I can do this at almost any time during school hours.

As a teacher-principal supervisor I can give much more help by using tact and not criticizing to make the teacher uncomfortable.

Remaining rankings of supervisory activities. Classroom observation, 82 points, and workshops, 80 points, ranked fifth and sixth, respectively. Following in importance was demonstration teaching planned with the teacher, group counseling, supplementary teaching materials, supervisory bulletins, committee work, lists of professional reading, panels and forums.

To be especially noted is the fact that the first four items (individual conference, help in curriculum planning, teachers' meetings, and constructive criticism) earned a point total of 476 and seemed to be very much in demand -- the other nine earning a combined total of 313; and the first two items (individual conference, help in curriculum planning) exceeded the demand of the remaining eleven items. Those items

ranking one to four were mentioned a total of 192 times, while those ranked five to thirteen were mentioned a total of 142 times.

IV. SUMMARY

It is quite evident that teacher-principals desire to give assistance and advice. However, there are some supervisory activities in which the respondents cannot participate even though they feel them to be more valuable or equally as valuable as those in use.

The first five supervisory activities, ranked according to the percentages of respondents utilizing these activities, were:

<u>Activity</u>	<u>Per cent</u>
Individual conference	94.1
Teachers' meetings	93.7
Provision of supplementary teaching materials	92.7
Constructive criticism	92.5
Help in curriculum planning	90.7

The five supervisory activities considered of most value by the respondents were:

<u>Activity</u>	<u>Per cent</u>
Individual conference	95.6
Help in curriculum planning	90.0
Constructive criticism	88.7
Provisions for supplementary teaching materials	87.5
Help in administering tests and determining measurements	85.7

Some items were indicated as being of little or no value. Those receiving the highest percentage of "little value" were:

<u>Activity</u>	<u>Per cent</u>
Panels and forums	47.6
Supervisory bulletins	35.0
Classroom observation	34.3
Group counseling	34.2
Lists of professional reading suggestions	32.0

It was interesting to note that a given item was considered to be of "great value" by some and of "little value" by others, indicating that the activity employed by the respondents varies with the individual.

Four items appear consistently as ranking high with the respondents, both in practice and desirability: (1) individual conference, (2) help in curriculum planning, (3)

teachers' meetings, and (4) constructive criticism. Items having to do with group work, excluding teachers' meetings, consistently received low rankings.

CHAPTER VI

RESPONDENTS' SUGGESTIONS ON HOW BETTER SUPERVISION MIGHT BE PROVIDED

This chapter concerns itself with Section III of the questionnaire regarding supervisory activities of a somewhat more general nature. The respondents were urged to express their own opinions when answering the questionnaire.

To the question, "Do you utilize teachers with free time to teach your class while you supervise?" over half answered negatively. Only a very small percentage (4.4 per cent) claimed they frequently made use of their teachers while a third of the teacher-principals stated this was done only occasionally. Over half of the respondents claimed they left their teaching duties only occasionally for supervision purposes. When asked whether or not the teacher-principal had sufficient time for adequate supervision of his staff, 92.7 per cent stated they felt they lacked the time to properly carry out this duty.

In view of the high percentage of teacher-principals reporting insufficient time for supervision, the question was asked, "What do you consider most helpful in providing better supervision?" The respondents were given four items to check.

Of the sixty-eight respondents, 72.1 per cent considered a half-day teaching load as a solution to providing better supervision, with the additional suggestions of a part-time secretary, or fewer teaching responsibilities. One respondent's comment was, "one-half day teaching load is the answer but impossible considering finances of the district in relation to the size of the school." And another offered the solution of "a substitute teacher [to] come in at regular times, preferably two or three times per month, allowing the teacher-principal to supervise during school hours."

The teacher-principals were confronted with the following free-response item in the questionnaire, "How can you, as a teacher-principal, provide better supervision?" There were fifty-three responses to this item but some of these were not specific enough to be categorized. A summarization of respondents' suggestions on how they might provide better supervision is given in Table IX. Selected verbatim responses are included in Appendix A.

The opinions of the teacher-principals are summarized as follows:

1. Of the respondents, 60.3 per cent never utilized the services of teachers with free time to take their classes while they would supervise.
2. Of the total administrators answering the questionnaire, 35.3 per cent could not leave their classroom during

TABLE IX

SUMMARY OF SUGGESTIONS FOR IMPROVEMENT OF SUPERVISION
 BY SELECTED TEACHER-PRINCIPALS IN
 SAN JOAQUIN, STANISLAUS AND SACRAMENTO COUNTIES
 1955-56

Suggestions	Number of times mentioned
Less teaching load	12
Use of substitute teacher	9
More county consultant help	9
More time available	8
No clerical duties	5
Provisions for more adequate teaching materials and supplies	3
Secretarial help	2
Unionization	1
Teach lower grade, dismissed earlier	1
Teacher-principal get student teacher (as teacher's aid)	1
Extra pay for clerical duties done at home	1
Switch class with teachers to see how class is doing	1

school hours. Over half of the respondents (55.9 per cent) occasionally performed supervisory duties during class hours.

3. The majority of administrators (92.7 per cent) felt that they did not have time for adequate supervision.

4. "One-half day teaching load" was considered by 72.1 per cent as a means of providing better opportunity for proper supervision. A "part-time secretary" was considered by 27.9 per cent as helpful.

5. A substitute teacher to relieve the teacher-principal from classroom duties and allow him more time for proper supervision was considered important to improvement of supervision.

6. The majority of respondents felt that the teacher-principal cannot provide adequate supervision without a lessening of the teaching load.

CHAPTER VII

SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

I. SUMMARY

The "average" teacher-principal participating (72.1 per cent, male) in this study has taught five to ten years, has been a teacher-principal for one to three years, does his classroom teaching in the upper grades (either single grade or multi-graded). The majority of the administrators held a bachelor's degree plus a General Elementary credential, while 29.5 per cent also had an administrative credential. Over half of the respondents supervised four to five teachers with an approximate school average daily attendance between 105 and 164.

A large number of clerical duties were part of the responsibilities of the teacher-principal.

Over 90 per cent of respondents made use of individual conferences, teachers' meetings, supplementary teaching materials, constructive criticism, and help in curriculum planning as the main ways in which their teachers were aided. Other items considered of great value to the teachers were workshops, help in administering tests, and planned teacher demonstrations. Panels and forums, bulletins, classroom observation,

group counseling, and suggested professional reading were among the techniques considered of little value for supervision.

The participating teacher-principals indicated their task of supervision could be aided by (1) free time at regular intervals for supervision, (2) half-day teaching load, (3) services of a part-time secretary, and (4) additional teaching materials and supplies.

II. RECOMMENDATIONS

The analysis of information gained from the respondents participating in this study revealed the need for the following recommendations.

1. Increased time specifically allotted for supervision by the teacher-principal.
2. Clerical duties assumed by other than the administrator.
3. Non-teaching supervision assumed by the teacher-principal only as an indirect responsibility with the actual duty of supervision relegated to others.
4. Minimum teaching load for the teacher-principal.

III. CONCLUSIONS

The position of teacher-principal which requires one individual to be a full-time teacher, a principal responsible for the proper administration of the school, and a supervisor assigned the duty of guiding and aiding his professional and non-professional staff --as well as acting as a clerk-- is at best a poor administrative arrangement. This arrangement is generally necessitated by a lack of funds as well as a scarcity of adequately trained personnel.

To facilitate the work of the teacher-principal an opportunity should be given for adequate supervision. Routine clerical duties should not be the direct responsibility of the administrator. There is much room for improvement in this area of assigned duties and responsibilities.

Unification and unionization of small elementary school districts are possible solutions to the problem of the teacher-principal in that it would make available more funds with which to operate and, as a result, larger schools with a full-time principal would be possible.

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APPENDICES

APPENDIX A

VERBATIM RESPONSES OF SELECTED TEACHER-PRINCIPALS
CONCERNING SUPERVISION

Verbatim responses to the question, "How can you as a teacher-principal provide adequate supervision?" are given below.

The teacher-principal cannot provide adequate supervision. Supervision in schools with teacher-principals should be provided by the county office. The teacher-principal has enough to do with teaching and administration of the school.

I don't believe it can be done!

I feel that it is impossible to give adequate supervision while carrying a full teaching load. Utilization of the county consultant is the best means I have found. This, however, is certainly inadequate.

I have county supervision and appreciate all the help I can get.

This is a good question! I do not think there is a good answer to it. Perhaps a substitute for one week in the fall and one in the spring or more, depending on size of the school. Perhaps by teaching a primary grade and using last part of the day for supervision.

A substitute is hired frequently to take my class while I observe other classrooms. Our county office provides excellent consultants to help in schools of our size.

It is almost impossible without adjustment in duties. I have one day free a month for clerical duties. This helps some. The answer is unionization at least to level of teacher per grades plus kindergarten. The one-half day or less teaching load would be possible.

The only immediate solution I see is providing the teacher with adequate materials, supplies and equipment, and arranging for workshops through the county office and county consultant.

Be given some free time from teaching during the school day in order to work more closely with teachers.

I can't. Best I can do is to take care of all routine teaching activities such as planning, correcting papers, etc., at home, so all school time outside of class can be spent in supervision.

Rely heavily on county consultant to do classroom observation and counseling with teachers.

A teacher-principal cannot provide adequate supervision if he is to do an adequate job in his classroom.

I feel as we have but four teachers and 114 children that, through our teachers' meetings and discussion, and observations that I have ample time for supervision and my supervisory duties.

APPENDIX B

A QUESTIONNAIRE ON THE SUPERVISORY ACTIVITIES OF
THE TEACHER-PRINCIPAL IN SELECTED ELEMENTARY SCHOOLS
IN SAN JOAQUIN, STANISLAUS AND SACRAMENTO COUNTIESSection I

1. Name of your school _____
2. Your name _____
3. Number of years teaching experience _____
4. Number of years experience as a teacher-principal _____
5. Grade(s) you are teaching _____
6. Credential(s) held: General Elementary _____ Elementary
Administrative _____ General Administrative _____ Other _____
7. Degree(s) held: AB _____ MA _____ Other _____
8. Number of pupils in school _____
9. ADA for 1955-56 _____
10. Number of teachers in your school _____
11. Number of members on your governing board _____
12. Which of the following duties do you perform:
 - a. Keeping district financial records? Yes _____ No _____
 - b. Keeping cafeteria records and reports? Yes _____ No _____
 - c. Making out warrants? Yes _____ No _____
 - d. Keeping transportation records and reports? Yes _____ No _____
 - e. Serving as secretary to the board? Yes _____ No _____

- f. Recording board minutes? Yes___No___
- g. Handling all school correspondence? Yes___No___
- h. Other? _____
13. Approximate number of hours devoted per week to the above duties (Item 12)? _____
14. Indicate the activities you supervise and estimate the hours devoted per week for these activities:
- | | |
|---|--------------------|
| a. Cafeteria | Yes___No___Time___ |
| b. Student Council | Yes___No___Time___ |
| c. Supervision and/or teaching of manual arts | Yes___No___Time___ |
| d. Extra-curricular sports | Yes___No___Time___ |
| e. Traffic patrol | Yes___No___Time___ |
| f. Student store | Yes___No___Time___ |
| g. Yard duty | Yes___No___Time___ |
| h. Other: _____ | |
15. Indicate the number of non-teaching personnel under your supervision:
- | | |
|------------------------|--------------------------|
| a. Custodian | Full time___Part time___ |
| b. Cafeteria personnel | Full time___Part time___ |
| c. Bus driver(s) | Full time___Part time___ |
| d. Other: _____ | Full time___Part time___ |
| _____ | Full time___Part time___ |
| _____ | Full time___Part time___ |

Section II

1. The following table contains a list of common supervisory activities. Please check each category.

Activities and/or procedures	Do you give this type of supervision?		Of what value do you consider this type of supervision?	
	Yes	No	Great	Little
1. Individual conference				
2. Demonstration teaching				
3. Demonstration teaching planned with teacher				
4. Constructive criticism				
5. Workshops				
6. Group counseling				
7. Provisions for supple- mentary teaching mate- rials				
8. Committee work				
9. Help in administering tests and measurements				
10. Help in curriculum planning				

Table, continued

Activities and/or procedures	Do you give this type of supervision?		Of what value do you consider this type of supervision?	
	Yes	No	Great	Little
11. Classroom observation	:	:	:	:
12. Lists of professional reading suggestions	:	:	:	:
13. Teachers' meetings	:	:	:	:
14. Panels and forums	:	:	:	:
15. Supervisory bulletin	:	:	:	:
16. Other:	:	:	:	:

2. From the preceding table, list in order of importance
the four activities you consider most valuable:

- (1) _____
- (2) _____
- (3) _____
- (4) _____

Section III

1. Do you utilize teachers with free time to teach your class while you supervise?

Frequently_____ Occasionally_____ Never_____

2. Do you perform supervisory activities at irregular times when you feel that you can leave your class?

Frequently_____ Occasionally_____ Never_____

3. Do you feel that you have adequate time for supervision? Yes_____ No_____

4. Which item would you consider most helpful in providing better supervision? (Check one)

a. Part-time secretary _____

b. Smaller class _____

c. Half day teaching load _____

d. More help from county consultant _____

e. Other(s) _____

5. How can you as a teacher-principal provide adequate supervision? _____

6. Do you desire a summary of the findings of this study sent to you? Yes_____ No_____