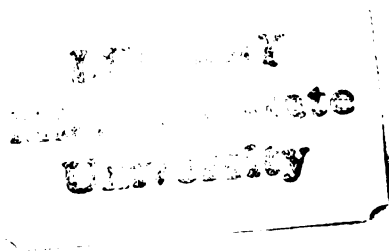This is to certify that the

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PERCEPTIONS OF SUPERVISORY PROCESS: A STUDY OF
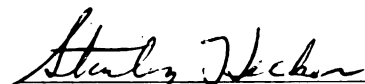ANAMBRA (NIGERIA) SELECTED SECONDARY SCHOOL TEACHERS
AND PRINCIPALS

presented by

SAMUEL IKECHUKWU OKWUANASO

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Administration & Curriculum

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_Major professor

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PERCEPTIONS OF SUPERVISORY PROCESS:
A STUDY OF ANAMBRA (NIGERIA) SELECTED
SECONDARY SCHOOL TEACHERS AND PRINCIPALS

By

Samuel Ikechukwu Okwuanaso

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ABSTRACT

PERCEPTIONS OF SUPERVISORY PROCESS:
A STUDY OF ANAMBRA (NIGERIA) SELECTED
SECONDARY SCHOOL TEACHERS AND PRINCIPALS

By

Samuel Ikechukwu Okwuanaso

This study was designed to determine how best to supervise teachers to help them teach more effectively. It sought to: (1) determine supervisory processes used in selected secondary schools in Anambra (Nigeria), (2) find which were perceived by teachers and principals as important, and (3) offer suggestions based on study findings to promote effective educational supervision in Anambra.

An urban-rural sample of 212 teachers and 69 principals from 34 secondary schools in Anambra State, that favored males by 56 percent among teachers and 77 percent among principals, was administered a two-part questionnaire of closed-ended questions. Teachers' and principals' opinions were solicited regarding: (1) procedures for classroom supervision, (2) establishing and maintaining supervisory relationships and (3) exercising technical supervisory skills.

Twenty-two research questions were focal points of the study and indices of the primary purpose of supervision,

applicability of the supervisory process, and the importance
of supervisory process were formulated. One research ques-
tion identified the components of each index and two others
examined the effects of the respondent's position and years
of teaching experience on that index. Subjects' responses
were analyzed using chi-square, t-test, or Analysis of Var-
iance, according to which statistical procedures was most
able to discriminate significant differences within the
variables.

Analysis results indicated that both teachers and
principals perceived the principal as the primary source
of supervision in Anambra schools. Other major findings
revealed that supervision was infrequent and irregular;
almost 80 percent of the teachers reported a total lack
of observation during the past five years or only one ob-
servation. Generally, teachers and principals agreed on
"improvement of instruction" as the primary purpose of super-
vision.

Statistically or proportionately*, the teachers and
the principals disagreed on which supervisory statements
applied, and were important for the improvement of instruc-
tion in their schools.

The most neglected area of supervision in Anambra
was establishment and maintenance of good interpersonal
relations. Both teachers and principals perceived the

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*This means that in those cases where statistical dif-
ferences were not found, proportional differences were observed.

supervisory exercise of technical skills as the most im-

portant factor in the improvement of instruction.

DEDICATION

Dedicated to:

My parents, Dorah and Elijah Okwuanasoanya, for
their love and the value they placed on the edu-
cation of young people.

All Nigerian children, for whom I wish a better
education.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

Background

The goals of educational supervision are the improvement of instruction and the continuing professional development of teachers.

The concept of educational supervision in Nigeria goes back to 1882, when an inspector of schools was appointed for West African Colonies. Since then, the inspectorate units of the country's Ministries of Education have been under serious criticism over the way they carry out supervision in Nigerian schools. The public and teachers criticize them on the grounds that they not only fail to provide the necessary guidance and leadership but that the inspectors themselves assume the role of intelligence officers from the Ministry of Education. The inspectors are also accused of being very reluctant to praise the work of others and of being too critical of existing practice without offering acceptable and constructive alternatives.

The educational expansion with significant school enrollment increases that began in Nigeria in 1955 helped to make the inadequacy of the services of the inspectorate

more glaring. Headmasters and principals of schools joined
with the public and teachers in criticizing the inefficient
way supervision was carried out in Nigerian schools. Many
headmasters and principals complain that their schools have
not been regularly visited, and that even when inspection
is done it is far from being thorough. Inspection reports
are infrequently made available to the schools and there
are no follow-ups that could determine that the weaknesses
identified have been corrected. In view of these mounting
criticisms and the many educational problems facing the
country, the governments in Nigeria have started to emphas-
ize the importance of effective supervision in the country's
schools. The Federal Government in its National Policy on
Education published in 1977, stated that the success of any
system of education is dependent on inspection and super-
vision. It directed that the Ministries of Education should
carry out regular inspection and supervision of schools.

In Anambra State (Nigeria), the government accepted
the recommendation of the Committee on the Restructure of
Education. The Committee was set up on October 12, 1979,
and published its report in 1980. The report identified
poor and infrequent inspection and supervision of schools
as one of the major problems of the state's educational sys-
tem. It recommended a systematic, thorough, and regular in-
spection and supervision of primary and post-primary schools
in the State.

The report of the Committee on the Restructure of Education, as it pertains to supervision, was approved by many people in Anambra State who, however, pointed out that supervision in the state's educational system cannot be systematic, thorough, and regular as long as it remains the sole responsibility of the inspectors of education. They believed that principals and headmasters of schools should be more actively involved in the supervisory program of the state's educational system.

Need for the Study: Theoretical Bases

Educational supervision is essential in leading every nation's schools toward better education. This is only possible if supervisors can supervise effectively. The need for effective supervisory processes has been expressed by many writers in different ways. Harris asserted that supervision has not reached maturity through research. He stated that

> one of the most important steps toward
> improving supervisory practices and placing
> it on a truly professional level could come
> from a large-scale program of research on
> activity effectiveness. The effectiveness
> of various supervisory activities and program
> applied to influence persons and situations
> toward better instruction needs to be thoroughly
> researched. 1

McDonald[2] cited the apparent lack of research con-
cerning effective supervisory practices. He reported that
the Association for Supervision and Curriculum Development
Research Institutes focused upon the question, "What are
the most effective procedures in supervision?" This ques-
tion remained unanswered, at least in the research findings.
Furthermore, the Institute planners were hard pressed to
find meaningful research in the area of supervision.

Another way of making supervision effective is to
supervise teachers in the way they want and expect. Un-
fortunately, what teachers want and expect in supervision
is not what supervisors expect and want. Neville[3] after
analyzing numerous investigations concerning supervision
concluded that:

1. Teachers do not see supervision as focusing
   on the improvement of instruction;

2. Teachers do not see supervision as having a
   "human relations" base;

3. Teachers do not see supervisors as being
   prepared to help them in the study of teaching;

4. Teachers want supervision that will help them
   attack instructional problems.

Walden also discussed the difference between the
perception of teachers and supervisors as to what consti-
tutes effective supervision. He rightly referred to this
difference as a credibility gap in supervision. He stated:

> The credibility gap in supervision exists
> not by design, but for the simple reason that
> when teachers, administrators, and supervisors
> view the functions of supervision they each
> develop different perceptions. Current lit-
> erature in this area recommends certain super-
> visory techniques and practices as being highly
> effective in improving teaching-learning process.
> However, the improvement of this process is
> dependent upon teacher attitudes toward super-
> vision. Although much has been written about
> supervision, it has not been emphasized that
> teachers and supervisors simply do not agree
> on what effective supervision is.4

In a survey of elementary teachers in western New York regarding their perceptions of supervision and evaluation, Heichberger and Young[5] recommended that the principal must set the stage for open communication, as the most important link between a teacher and his supervisor is effective communication. They recommended that teachers should be partners in the process of supervision.

Lovell and Phelps[6] recommended that since supervisors and principals could not agree with teachers on the quantity and nature of conferences and observations and other instructional services, teachers, supervisors, and principals should make an effort to communicate in a more open and cooperative way in order to achieve mutual understanding and support for the program of instructional services for teachers.

Effective supervision is possible if supervisory processes are adjusted to the changes that are taking place in the society. Ogletree[7] pointed out that supervision is

not like it used to be. Experienced supervisors were aware
that changes in their roles and responsibilities had been
less clear than a decade ago. Also, supervisors recognized
that the pressures and demands made upon them required a
knowledge and skills for which many had not been prepared
for either by formal preparatory programs or by experience.
Practicing supervisors recognized that what had been ex-
pected of them had been changing just as rapidly as their
organizations' attempts to respond to the demands and pres-
sures placed upon them by society and by an increasingly
professional and militant staff.

Ogletree further stated that teacher professionalism
and its resulting militancy has affected the role of super-
visors. More and more states and local boards of education
have been granting professional organizations the right to
negotiate. These negotiations do not only include salaries
but also working conditions, inservice programs, classroom
size, discipline, academic freedom, and in some instances
curriculum and instruction.

Statement of the Problem

Before teachers and principals attempt to improve
instruction, each must be aware of how the other perceives
supervisory process. Due to the need for effective super-
vision to help solve the mounting educational problems facing

Nigeria, and due to the emphasis being set forth by the Governments in Nigeria that achievement of quality education depends on the maintenance of a high level of supervision, the purpose of this study was to: (1) discover which supervisory processes are being used in the selected secondary schools of Anambra (Nigeria); (2) determine which supervisory processes were perceived by principals and teachers to be important; (3) offer suggestions based on the findings of the study, that would assist the Anambra (Nigeria) educational system establish effective supervisory programs.

Specifically, the study sought to answer the following questions:

1.0 who actually supervises teachers in Anambra (Nigeria)?

1.1 who do principals think should be responsible for instructional supervision?

1.2 what are the reasons for the principals views as regards who should be responsible for instructional supervision?

2.0 how frequently are teachers supervised in Anambra State?

2.1 are teachers in urban schools more frequently supervised than experienced teachers?

2.2 are inexperienced teachers more frequently supervised than experienced teachers?

3.0 what is the primary purpose of supervision in Anambra State of Nigeria?

3.1 do teachers' perceptions of the primary purpose of supervision differ from those of the principals?

3.2 do inexperienced teachers' perceptions of the primary purpose of supervision differ from those of experienced teachers?

4.0 which supervisory processes are being used in Anambra State schools?

4.1 do the supervisory processes perceived by the teachers as being used in the State differ from those of the principals?

4.2 do the supervisory processes perceived by in-experienced teachers as being used in the state differ from those of the experienced teachers?

5.0 which supervisory processes are considered im-portant in improving instruction in Anambra state schools?

5.1 do the supervisory processes perceived to be important by all teachers differ from those of all the principals?

5.2 do the supervisory processes perceived to be important by inexperienced teachers differ from those of the experienced teachers?

5.3 do the supervisory processes perceived to be important by teachers who say they apply to the schools differ from those of the principals who say they apply?

5.4 do the supervisory processes perceived to be important by teachers who say they do not apply to the schools differ from those of the prin-cipals who say they do not apply?

The Significance of the Study

Teachers in Nigeria are becoming better prepared. It is imperative that supervisors of schools in Nigeria become aware of and understand the teachers' expectations of the supervisory process. In order to determine which supervisory processes principals and teachers perceived as being effective in improving instruction, it was hoped that

this study would be beneficial in helping principals and supervisory officials in Anambra (Nigeria) develop supervisory programs which would better meet the instructional needs of teachers. Since there has been very little supervision research on which to base the practice of educational supervision in Nigeria, this study was an effort to fulfill this need.

Finally, as this investigator is in teacher education, and since student teaching experience may greatly shape the prospective teacher's teaching attitude and confidence, the results of this study will help the investigator use those processes teachers perceived as important in developing positive teaching attitudes and confidence while supervising student teachers during the teaching practice periods.

Deliminations of the Study

This study was deliminated in the following manner:

1. The population of this study was confined to only one out of the nineteen states in the Federal Republic of Nigeria. This is Anambra State.

2. The sample of the study was confined to two urban and two rural local government areas randomly selected from the twenty-three original local government areas of Anambra State of Nigeria.

3. Only teachers and principals in classes four and five secondary schools were considered in this study.

4. The information reported in this study was limited to data obtained from a questionnaire administered to each secondary school principal and systematically selected teachers in the selected population schools.

5. The study was limited to the academic year 1982/83.

6. Only teachers with the qualification of National Certificate of Education and above were considered in this study.

Limitations of the Study

All limitations inherent in the use of questionnaire as a data gathering instrument were applicable to this study. The questionnaire used in this investigation was adapted from one developed by Cleaver (1974) to measure teachers' perceptions of the supervisory process. The questionnaire and how it was adapted are described in Chapter Three.

In order to have a reasonable response rate, the investigator made use of four experienced, knowledgeable, and responsible teachers from the selected local government areas as research assistants. These assistants personally distributed and collected the questionnaires after the teachers' and principals' responses. The personal contact

with the respondents might affect the way the questionnaire was responded to and was a limiting factor.

Finally, there is very little supervision research in Nigeria. Available literature on supervision in Nigeria is thin and most of the literature reviewed by the investigator is American literature. This fact constituted a limitation to this study.

Definitions of Terms

In order to provide clarity of meaning, the terms as they are used in this study are defined as follows:

Supervision--All efforts of a supervisor directed to the improvement of classroom instruction and the learning process.

Supervisor--A designated school official who has major responsibility of being of assistance to teachers as he* attempts to help solve classroom teaching-learning problems. The following are accepted for this study: subject head, departmental head, vice principal, principal, headmaster, and superintendent of schools.

Supervisory Process--A means utilized by the supervisor to improve classroom instruction and the learning process.

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*Here and in similar circumstances throughout this study, "he," "his," "him" are used in a generic sense to refer to both sexes. This is for purposes of convenience.

Principal--An administrative and supervisory officer in charge of a secondary school. The vice-principal is included in this definition for the purpose of administering the principal's questionnaire for this study.

Headmaster--An administrative and supervisory officer in charge of a primary school.

Supervisory Conference--A discussion between a supervisor and a teacher concerning a common educational problem under consideration.

Pre-observation Conference--A discussion between the supervisor and the teacher before the actual classroom observation by the supervisor.

Post-observation Conference--A discussion between supervisor and the teacher after actual classroom observation by the supervisor.

National Certificate of Education--A teaching certificate in Nigeria usually awarded after successful completion of three-year education study at a College of Education, Advanced Teacher's College or Polytechnic.

Experienced Teachers--Teachers with four years' teaching experience or more.

Inexperienced Teachers--Teachers with three years' teaching experience or less.

Organization of the Study

This study was organized so that it could be pre-
sented in five chapters. Chapter One introduced the sub-
ject of the study, gave the background to the study, ex-
plained the need for the study and stated the problem.
It also explained the significance of the study, stated
delimitations and limitations of the study, stated defini-
tion of terms and described the organization of the study.

Chapter Two consists of a review of relevant related
literature which served as a general background for the
study. The review was done under the following four sub-
headings: The Purpose of Supervision, The Need for Super-
vision, Improvement of the Supervisory Process and Per-
ceptions of the Supervisory Process.

Chapter Three explains the methodology utilized in
order to conduct the study. It includes an explanation
of the procedure used in conducting the study, the adapta-
tion of the instrument, the method of analysis of data,
and an analysis of questionnaire returns.

Chapter Four contains a statistical analysis of the
data which were collected. This analysis was designed to
show who actually does the work of supervision in Anambra
(Nigeria) schools, how frequently teachers are supervised,
teachers' and principals' perceptions of supervisory pro-
cesses being used in the selected secondary schools, and

the degree of importance of the supervisory processes in improving instruction. The statistical analysis also indicate whether there is a difference between the perceptions of the responding teachers and principals, and whether there is a difference between the perceptions of the responding inexperienced and experienced teachers.

Chapter Five presents the summary, conclusions, and recommendations of the study. The summary includes a statement of the problem, the purpose of the study, the procedures used in conducting the study and a summary of the findings. The conclusions are inferred directly from the statistical results. These inferences are then translated into recommendations and recommendations for future study.

CHAPTER TWO

REVIEW OF THE LITERATURE

This chapter presents a review of the literature and
research related to the topic of this study. The chapter
is presented under the following subheadings: The Purpose
of Supervision; The Need for Supervision; Improvement of
Supervisory Process; and Perceptions of Supervisory Process.

The Purpose of Supervision

The purpose of supervision has been stated by many
writers in various ways. As far back as 1919 Gray stated
that "the main function of supervision is the improvement
of instruction, the encouragement of good work, and the
constructive elimination of ineffective and misapplied
energy."[1]

Gist[2] articulated three purposes of supervision.
The first purpose is the improvement of teachers by making
them grow in service. The second purpose is the improve-
ment of teaching whereby instruction is improved from an
impersonal point of view. The third purpose of super-
vision as articulated by Gist is conducting research studies.
The research studies would seek to develop curriculum, to

study individual children and provide for differences in
interests and abilities, to improve the psychological tech-
niques of teachers and to adapt classroom practices to
varying social conditions.

Briggs and Justman[3] expressed their views about the
purpose of supervision in 1952. Their views were based
upon the following statement and summary of purposes.

Supervision...must be defined in terms of the purposes
which lend meaning to the techniques employed. The fol-
lowing six of twelve purposes listed by Briggs and Justman
summarize their views.

> 1. To help teachers see more clearly the real
>   ends of education, and the special role of
>   the school in working towards these ends.
>
> 2. To help teachers see more clearly the
>   problems and needs of young people, and to
>   help them provide, as far as possible, for
>   these needs.
>
> 3. To help teachers to develop greater competence
>   in teaching.
>
> 4. To induct beginning teachers into the school
>   and into the profession.
>
> 5. To evaluate the results of each teacher's
>   efforts in terms of pupil growth toward ap-
>   proved ideals.
>
> 6. To assist teachers in diagnosing the learning
>   difficulties of pupils and to help in planning
>   effective remedial instruction.

Burton and Brueckner,[4] identified certain principles
which govern the purpose of supervision.

> 1. The ultimate purpose of supervision is the
>   promotion of pupil growth and hence eventually
>   the improvement of society.

2. A second general purpose of supervision is
   to supply leadership in securing continuity
   and constant readaptation in the educational
   program over a period of years; from level to
   level within the system; and from one area
   of learning experience and content to another.

3. The immediate purpose of supervision is co-
   operatively to develop favorably settings
   for teaching and learning: (a) supervision,
   through all means available, will seek im-
   proved methods of teaching and learning; (b)
   supervision will create a physical, social,
   and psychological climate or environment
   favorable to learning; (c) supervision will
   co-ordinate and integrate all educational
   efforts and materials, and will supply con-
   tinuity; (d) supervision will enlist the co-
   operation of all staff members in serving
   their own needs and those of the situation;
   will provide ample, natural opportunities
   for growth by all concerned in the correction
   and prevention of teaching difficulties, and
   for growth in the assumption of new respon-
   sibilities; (e) supervision will aid, in-
   spire, lead and develop that security which
   liberates the creative spirit.

Swearington[5] broke supervision into eight major

functions: (1) coordination of effort, (2) provision of

leadership, (3) extension of experience, (4) stimulation

of creative effort, (5) facilitating and evaluation of

change, (6) analysis of learning situations, (7) contri-

bution of a body of professional knowledge, and (8) in-

tegration of goals.

In 1963, Harris[6] advocated improving teacher ef-

fectiveness as the principal goal of all supervision.

Similar views were expressed by many other writers like

Neagley and Evans,[7] Elsbree, McNally and Wynn,[8] Watman,[9]

and Klotz and Simmon.[10]

Blumberg[11] viewed the purpose of supervision

through two distinct roles for the supervisor; that of

maintenance and that of change agent. Blumberg stated

that when a supervisor and teacher interacted in a super-

visory conference, two broad aims of the situation emerged.

The first was to help the teacher maintain and enhance

those parts of his teaching which were seen as productive.

The second was to help the teacher change those aspects of

his teaching in need of improvement.

Lovell[12] viewed supervision as facilitating teach-

ing. He provided six possible functions that could facili-

tate teaching. He stated and explained the six functions

as follows:

1. Goal Development: Since teachers and pupils
   are subsystems of larger systems such as the
   local school, ideally, therefore, teachers,
   because of their expertise, should be par-
   ticipants in a coordinated effort to develop
   operational goals of teacher pupil system
   that will be congruent with those of local
   schools, school districts, and super systems.

2. Control and Coordination: Coordination and
   control of those unique and specialized features
   of an organization are unnecessary.

3. Motivation: Educational organizations must
   make provisions for the motivation of teaching
   staff to assume the achievement of educational
   goals.

4. Professional Development: The skills needed
   in teaching in a modern technological society
   are rapidly changing and require the continuous
   development of teachers in such a way to insure
   behavior appropriate for the achievement of
   the organizational goals.

5. Problem Solving: When teaching is conceptualized
    as goal identification, development or operations
    for achieving goals and evaluation of goal achieve-
    ment, human problem solving is the central activity
    in teacher pupil systems.

6. Since educational organizations have goals and
    use resources for achieving goals, it is essen-
    tial to provide a systematic procedure for the
    evaluation of the output of the educational
    social system.

Ohles[13] stated that the purpose of supervision has

been to insure that social objectives are met and that

youngsters do learn. He emphasized that,

> supervision has not been directly aimed at
> determining whether or not a teacher was to
> be fired or rehired, commended or reprimanded,
> these were incidental to the major purposes.
> The function of supervision has been to super-
> vise and guide instruction and to make adjust-
> ments in the curriculum, testing techniques,
> instructional materials, teaching, and ad-
> ministrative personnel.

In his address to the Association for Supervision

and Curriculum Development (ASCD) at its annual conference

at New Orleans in 1975, Eye[14] inferred the purposes of

supervision from various sources and summarized that the

purposes of supervision have ranged from that of monitoring

or policing to that of direction and stimulating.

Oliva,[15] conceived supervision as a means of offer-

ing to teachers specialized help in improving instruction.

He believes a supervisor is any school official whose pri-

mary responsibility is to assist teachers in the improve-

ment of the curriculum and instruction.

Alfonso, Firth and Neville[16] stated that supervision
is directly responsible for understanding the organization's
goals, following the production procedures, meeting schedules,
evaluating work and making adjustments in response to chang-
ing needs. They felt that the purpose of supervision is
to provide the conditions for the achievement of organiza-
tional goals.

Reporting the results of their study in 1982, Thompson
and Ziemer supported the views of other writers about the
purpose of supervision. They stated that "historical--
and contemporty--goals of supervision in schools is the
improvement of the teaching-learning task."[17]

To summarize, the purpose of supervision, as indi-
cated above, is to improve the quality of classroom in-
struction for the benefit of the learner. To be able to
achieve this purpose, teachers should be given the help
that will enable them to improve their effectiveness in
the classroom. Improvement of classroom instruction can
be maximized not only through the continual professional
growth of the teacher but also through the continual growth
of the learner, the supervisor and the parents.

The Need for Supervision

The rate of change in every society is great and
teachers need to be re-equipped by supervision with new

skills and knowledge in order to cope with the demands of
the present. In addition, many writers have stated reasons
why supervision is necessary in every educational system.

Douglas, Bent, and Boardman[18] gave three reasons why
supervision is necessary in secondary schools. They are:

1. the teaching problems of a secondary school
   teacher are becoming more complex and dif-
   ficult. These indicate the need for a
   supervisory program which will provide
   adequate professional leadership.

2. the typical secondary school teacher has
   a limited preparation for teaching. This
   limited preparation means that teachers
   begin their careers with incomplete pro-
   fessional training which must be supple-
   mented by continuation of their education
   in service. The need for supervisory aid
   which will help teachers meet their problem
   is therefore self-evident.

3. the teaching load in the secondary school
   has grown unduly heavy. This heavy load
   which teachers now carry shows the need
   for supervisory effort to assist them.

In his article published in 1962, Manlove attempted
to indicate the need for supervision. He emphasized that,

all teachers need help in reaching the high-
est level of attainment which their training,
experience, and ability will allow. Certain-
ly help is needed by those who are new to
the teaching field. In addition, many ex-
perienced teachers need help. Some welcome
it out of their desire to improve and become
master teachers, and others unfortunately need
it because they have not grown professionally
nor changed their techniques or methods from
year to year. [19]

Wear[20] stated that the bringing of on-the-job assis-
tance to teachers rapidly became recognized as a function
of supervision. This has come about because of the de-
velopment of a more complex society, the explosion of
knowledge, the increasing enrollment of more diverse stu-
dents in the schools, the development of a technical ap-
proach to learning, and the development of school facilities
that included well prepared teachers from varied backgrounds
of training and experience.

Harrison,[21] felt that supervision is necessary be-
cause of crowded classrooms and because schools make use
of teachers with sub-standard qualifications, both in
preparation and in experience. He also stated that all
teachers need supervisory assistance of varying kinds and
amounts. Some need it more than others. However, assis-
tance is needed by all teachers at all levels.

Ohles,[22] in his article titled, "Supervision: Essen-
tial and Beneficial," seemed to suggest that societal pres-
sures have increased the need for supervision. He indi-
cated that the supervisor functioned as an agent for society.
He stated that schools have been established by the social
order, not by teachers and administrators. Schools must
be operated for the benefit of youngsters, not teachers
or administrators. Therefore, the educational process
needed to be supervised to insure the societal objectives
of the schools are being met and youngsters' educational
needs were being served.

Johnson[23] gave three reasons why it is necessary to
supervise. The first was to protect children from incom-
petent teaching; second, to administer curriculum; and
third to assist each teacher to attain and maintain ef-
fectiveness in instruction.

In his paper presented at the Supervision of In-
struction Symposium in April 1972, McNeil,[24] felt that
accountability, which is a societal pressure, enhanced the
need and necessity of supervision. He stated that school
people faced mounting pressures such that they needed to
render full account of their accomplishments and deficiencies
in order that society could be better served.

Writing in 1973 on whether Business and Office Edu-
cation teachers were receiving positive supervision, Bright[25]
stated three factors that point up the need for effective
supervisory practices. He stated the factors as: rapid
growth in the number of people involved in business edu-
cation, the advancing technology, and the complexity of
resource allocation.

Wiles and Lovell[26] indicated that expert supervisory
assistance would be in demand due to the growing specializa-
tion of teaching and the rapidly developing knowledge base
from which content and process of teaching are derived.
To help teachers be sensitive to change, develop new skills,
and implement appropriate innovations should become a major
task for instructional supervision.

Oliva noted that there is a great need for supervision as it is indispensable. He stated:

> Supervisors meet a need in our current edu-
> cational structure and will undoubtedly con-
> tinue to do so for a long time to come.
> Theoretically, however, we could dispense
> with the services of supervisors if--a very
> improbable if--all teachers were as dynamic,
> as knowledgeable, and as skillful as the
> best supervisor. In one way the supervisor
> is like the clergyman who strives to make
> his parishoners into sinless beings. When
> all the parishoners have reached this happy
> utopian state, the need for the clergyman
> will have been obviated. Since it is not
> likely that all humans will achieve this
> state of sinlessness, the task of the
> clergyman will not be relegated to obsolescence.
> Since not all, perhaps few, teachers have
> reached a state of perfection, the need for
> supervision remains. 27

Besides the fact that only few teachers have reached a state of perfection, Oliva also gave two other reasons why supervision is needed. The first is that teachers have not been fully prepared by their teacher education programs. The second is that teachers differ in their abilities and needs and as such need help by way of super-vision.

Nwaogu wrote on the need for supervision in Nigerian Educational System. He stated:

> There is a pressing need in Nigeria today
> in every school system to decide what to
> teach and how to teach it. In other words
> there is a need for appropriate school
> curriculum which is designed to be adapted

to the needs of the Nigerian society.
Accompanying the increase of possible con-
tent in the curriculum is the tremendous
growth in number and type of instructional
media, such as instructional films, tape
recorders, radios and televisions. To
cope with these excessive demands that
are pressing on the existing school struct-
ure, such organizational patterns as team
teaching and individualized method of teach-
ing have been advocated experimentally. All
of this means an increasing rate of ob-
solescence in content, method and materials
of instruction.

Supervision, then, seems destined to play
an essential role in deciding the nature
and content of curriculum in selecting the
school organizational patterns and learning
materials to facilitate teaching, and in
evaluating the entire educational process.
Effective coordination of the total program,
kindergarten through primary and secondary
schools, have never been achieved in most
school systems. This, of course, is one
of the most pressing needs in school edu-
cation throughout Africa today.

We can no longer afford the waste of human
resources that is involved in overlapping
courses, duplication of teaching effort
which can be avoided or minimized by team
teaching, and lack of continuity from one
school level to the next which leads to
uncoordinated ideas and knowledge in edu-
cation. An effective supervision program
is, therefore, needed in every school and
at all levels of educational institutions
to coordinate all teaching and learning
efforts. 28

Gillespie, felt that supervision is necessary in
every type of organization so as to increase the production
of the people involved. She stated:

> Whenever two people set out to accomplish
> a task, some form of authority must be
> established if the work is to be done ef-
> fectively. Although neither may under-
> take to oversee the work of the other, both
> must understand the job to be accomplished
> and agree about the responsibility for various
> aspects of the task. All organizations,
> whether profit oriented or non-profit oriented,
> have found that assigning responsibility for
> units of work increases the production of the
> people involved. All enterprises having
> more than two employees, therefore, will have
> some form of supervisory activity.
>
> In one way or another, everyone is supervised.
> In homes, children are supervised by parents,
> guardians or older relatives. In businesses,
> employees are supervised by owners or designated
> bosses. In schools, students are supervised
> by teachers; teachers, in turn are supervised
> by department chairpersons and/or principals
> or deans. In hospitals, nurses are super-
> vised by more senior nurses or hospital ad-
> ministrators. In offices, clerical workers
> are supervised by office managers.29

In summarizing, it can be said that there is a great

need for supervision of educational process. Teachers do

not graduate from their preservice programs as finished

products and they differ in their abilities and needs and

as a result they need assistance in the form of super-

vision. From the societal point of view, supervision of

educational process is essential so as to insure that the

social objectives of the schools are met and childrens'

needs served. In Nigerian educational system particularly,

supervision is necessary because of the population explosion

in Nigerian schools and the need to coordinate all teach-

ing and learning efforts.

Improvement of Supervisory Process

The means by which the supervisor carries out his numerous supervisory tasks plays a significant role in determining overall supervisory program effectiveness. The literature contains many suggestions on how to improve the supervisory process.

General Guidelines

Antell[30] reported in his study that the following practices, among others, were regarded as very helpful by over fifty percent of the respondents: (1) the supervisor acts as a consultant or technical advisor, (2) conferences to discuss common problems, (3) individual conferences with supervisor, (4) demonstration lessons.

Bail[31] compared the type of supervision which teachers desired with that which they received. His analysis of the information gathered from the study was as follows: (1) teachers desire most frequently supervision which provides constructive, new techniques and methods, demonstration teaching, suggested materials and equipment, (2) teachers do not receive from supervision the service which they desire.

Palmer[32] studied supervisory services teachers are receiving and compared them with their desire. He compared these findings with the statements of elementary school

consultants and principals as to the type and frequency
of supervisory services being received by the teachers
surveyed. Some of the major findings of Palmer's study
were:

1. Teachers do want supervision of the right
   kind. Teachers want the cooperative,
   participatory, democratic type. They
   want help rather than answers for their
   problems.

2. Teachers desire supervisors who are
   sympathetic, understanding and democratic.
   The supervisor's attitude is considered
   to be of more importance than the services
   he renders.

3. Teachers want more demonstration teaching.

4. Beginning teachers appear to desire and
   need a somewhat different type and extent
   of supervisory service than required and
   desired by experienced teachers.

For supervision to be effective, Rogers[33] recommended
that the supervisor will be most helpful and effective when
functioning in a non-evaluative manner. He felt that
evaluation by others does not facilitate one's personal
growth.

Argyris[34] emphasized that supervisors must be com-
petent in the way they relate with other people in order
to help them solve problems. He linked four qualities to
interpersonal competence. These qualities are the ability
to:

1. Give and receive feedback about self and
   others so as to create minimal defensiveness.

2. Own, and help others own their feelings, values and attitudes.

3. Remain open to new values and attitudes and help others to have similar experiences.

4. Experiment with new values and attitudes and help others do the same.

Like Rogers, Gibb stressed the need for a non-evaluative approach to supervision. He stated that

> growth is often hindered when one member of the helping team sets out to appraise or remedy the defects of the other member. Help is most effective when it is seen as a force moving toward growth rather than as an effort to remove gaps, remedy defects or bring another person up to a standard criterion. 35

Northcutt[36] presented guidelines for the improvement of instruction through supervision in 1965. They were the result of the Montana Educational Association Curriculum and Educational Development Committee study for the improvement of instruction through supervision. In this study, both the inexperienced and the experienced classroom teachers found supervision helpful if the consultant, supervisor, or principal:

1. Is friendly and warm.

2. Has time to listen and encourage questions.

3. Will observe and then help bring about improvement through constructive criticism.

4. Will look for good points and comment on these as well as the weaknesses.

5. Takes notes as necessary on pertinent
   points to discuss with the teacher at
   another time--preferably the same day.

6. Does not "listen in" without making
   presence known.

7. Makes normal visits long enough to really
   see what is happening--or not happening.

8. Comes in frequently for short periods of
   time--perhaps just to look around to keep
   knowledgeable about progress and change.

9. Is willing to demonstrate or to participate
   in teaching a class.

10. Has had frequent visits in the classroom
    both formal and informal, before making
    a rating or recommendation.

11. Has spaced visitations at intervals such
    as beginning, middle, and end of the year,
    in order to see growth or change.

12. Helps secure resource persons and materials.

Ritz and Stackpole[37] developed a module with the
title: "Non-Evaluative Classroom Observation--Discussion
Guide." In the module, Ritz and Stackpole proposed a
systematic approach which was designed to facilitate at-
tainment of a teacher/supervisor collaborative partner-
ship. The approach contained the following key elements:

1. "Observation" is viewed as consisting of
   three important phases: an initial "pre-
   observational conference," the observa-
   tional interval itself and a follow-through
   "post-observational conference."

2. As implied by the module title, the super-
   visor does not evaluate the teacher; his
   role is, instead, that of non-evaluative,
   observer (data collector), whose chief
   responsibility is providing the teacher
   with objective observational data.

3. What the supervisor focuses upon during the
    observational (data collecting) period is
    collaborateively determined by the teacher
    and the supervisor during the pre-observational
    discussion; it is not something decided upon
    unilaterally.

4. The process yields objective feedback which
    the teacher can use as a basis for modifying
    teaching behavior in accordance with personal
    goals and standards.

In 1972, Goldstein recommended how to improve the

quality of supervision in schools. One of such recommen-

dations was that of a non-telling approach to supervision.

According to him,

> In a world where almost everyone has been
> graduated from college at least once, the
> sense of achievement, of capacity to per-
> form, of ability to obtain results--in other
> words, ego--is very strong in such an en-
> vironment, telling someone how to do some-
> thing which he feels he is licensed to do
> and does rather well anyway is much like
> bringing coals to Newcastle in the percep-
> tion of those who are supervised. 38

To avoid disgruntlement with the supervisory process,

Goldstein also recommended a non-evaluative and a helping

order approaches to supervision. He stated:

> While there are many other dissatisfactions
> one could raise, these seem sufficient to
> characterize the general state of things.
> Neither the supervisor nor the teacher is
> villain in this unimaginative scenario;
> blame or the customary hysteria about
> 'resistance to change' are also not an is-
> sue; rather, the process of supervision is
> very human, subject to problems which are
> very human, probably able to be improved
> by taking into account very human needs--
> especially the ones of belonging and security.39

Harty and Ritz,[40] wrote on: "A Non-Evaluative

Helping Relationship: An Approach to Classroom-Oriented

Supervision." In this article,Harty and Ritz like the

previous writers, called for a non-evaluative approach

to supervision. They felt that a non-evaluative approach

to supervision can assist the supervisor in building the

kind of rapport and spirit of openness conducive to a truly

helping relationship.

About collaborative partnership approach to super-

vision, Harty and Ritz observed that such an approach as

proposed by Ritz and Stackpole in 1970, cannot work well

unless the supervisor is genuinely interested in estab-

lishing a long-term collaborative partnership with the

teacher. They emphasized that the development of the kind

of relationship as proposed by Ritz and Stackpole, is gen-

erally speaking, a slow process and requires mutual re-

spect and trust if the process is to be successful.[41]

In his study designed to generate the credible char-

acteristics of science supervisors as perceived by ele-

mentary school teachers, Shrigley[42] indicated that the

data gathered from the study showed that teachers per-

ceived the office of the credible supervisor as a service

rather than a rating agency. They also expected to be con-

sulted on curriculum matters.

On the basis of the data and results of this study,

Shrigley suggested that for supervision to be effective,

the supervisor's visit to the classroom should be teacher-centered rather than a visit by the boss. He suggested that more credible supervisors and so effective supervision is possible if the supervisor promotes a horizontal, rather than a vertical, professional relationship with teachers.

In 1982, Reck developed a model of supervision which he hoped would integrate the interrelated concerns of supervision and would focus on the actual problems affecting educational supervision. He called this model an existential model of supervision and in it made the following recommendations for the improvement of educational supervision:

1. Creation of self-awareness through dialectic interaction between the teacher and the supervisor during the supervision process.

2. The supervisor should consider supervision to be a process rather than a function attached to particular roles. It should, therefore, be seen as a process participated in by all members of the school community regardless of their educational position.

3. A supervisor should view a teacher as a full human (not just a teacher) who wants to help his students to the utmost and who (if approached positively and nonthreateningly) will be accepting and appreciative of a supervisor's personal interaction.

4. Supervision process should aim at producing I-Thou relationships instead of producing I-it relationships. The I-Thous relationship reduces the distrust and fear with which supervisors and teachers often approach one another. 43

During the same year, the results of Thompson and Ziemer's[44] study supported the views of previous writers that learning-teaching situation can be improved if supervision should imply assistance and not evaluation. The study was carried out to determine the status of supervision in professional education. A strong consensus among the professors of supervision surveyed, was that providing assistance to teachers is preliminary to the improvement of educational programs. The teachers surveyed were also strong in their attitudes that supervision should imply assistance and not evaluation.

Maintenance of Adequate Environment and Communication

Besides the above general guidelines for improving the quality of educational supervision, some writers felt that maintaining adequate environment and communication can help to improve the supervisory process. For example, Abrell,[45] contended that to facilitate encounters which encourage human growth and fulfillment among those with whom the supervisor works, he must create an encouraging, helpful, facilitative, and all-persons growth-oriented environment if anything constructive in the supervisory relationship is to occur. To create this environment and release human potential the supervisor must become a dialogic rather than monologic communicator with others.

In an essay written in 1977, Beatty[46] stated that the recognition of the need for dialogic communicators rather than monologic communicators and the necessary conditions for dialogue with self and others are the initial steps for the improvement of the supervision process.

According to Beatty, a monologic supervisor minimizes the amount of communication which can occur in his relationships with others. When this happens, communication becomes ineffective and the supervisor is no longer creating the encouraging, helpful, and facilitative environment necessary for constructive changes. On the other hand, a dialogic supervisor maximizes the amount of communication which enables the supervisor to create the encouraging, helpful and facilitative environment necessary for constructive changes.

Jones[47] stated that an effective channel of communication must be opened between the supervisor and teacher if instruction is to be improved.

As a way of helping to improve communication process, Jones presented an "Effective Supervisor Model of Communication." This model dealt specifically with the supervisor-teacher interaction process and assumed three possible blocks in the communicative process: the behavior of the supervisor, the behavior of the teacher, or the behavior of the supervisor and teacher. To remove

any of these possible blocks, Jones recommended as follows:
(1) supervisor analyzes his behavior to know if his behavior
creates the block; (2) if the supervisor's behavior does
not create the block, the supervisor will then help the
teacher remove the block, or make the teacher aware of
where the block is originating so that the teacher can
remove the block.[48]

Finally, Jones stressed the importance of the super-
visor developing two-way communication that allows free
flow of information between the supervisor and teacher and
also allows the teacher to react and to suggest if there
is a semantic breakdown. He concluded:

> Effective communication is work! It is a
> difficult task, and it requires the super-
> visor to cultivate relationships. Fore-
> most, it requires the supervisor to have an
> understanding of himself. Without self-
> awareness, communication blocks cannot be
> overcome. The supervisor must be concerned
> with all aspects of the communication pro-
> cess as well as related research. The
> Effective Supervisor Model of Communication
> provides a practical framework for such an
> undertaking. Each component of the communi-
> cation process is important because, as
> Sergiovanni says, supervision is communication.49

Peer Supervision

Peer supervision, is another method some writers
felt would help improve instruction. As a method of im-
proving instruction, it underwent a considerable amount
of discussion during the 1970's. The available literature

on peer supervision as a formal concept is small, although

the educational record contains accounts of ways in which

teachers have been involved in efforts to improve instruc-

tion.

An examination of the very small amount of literature

available on peer supervision shows that, in general,

writers looked at peer supervision as focusing almost

exclusively on observation of teachers. Blumberg[50] focused

chiefly on the involvement of teachers in observing and

addressing classroom behavior by means of peer and self

analysis of verbal interaction.

Reavis recognized the move toward peer evaluation

as a natural outgrowth of teacher's dissatisfaction with

the quality of supervisory visits to the classroom.[51]

Alfonso[52] was of the view that supervision goes be-

yond the narrow confine of classroom observation. In his

view, some supervisory activity is directed at a teacher

in a classroom; in other cases, attempt at improving in-

struction may need to be building-wide or system-wide.

He concluded:

> Teachers need a new sense of professional-
> ism and autonomy, but they are not inde-
> pendent agents and they must operate within
> some guidelines and respond to organizational
> goals. Formal supervisors provide this
> interpretative link, one that is essential
> in all organizations. It is clear, however,
> that the influence of supervision and instruc-
> tional improvement can be enhanced by the
> legitimate involvement of teachers in improving

instruction. Properly directed, peer
supervision can be part of the process.
Much of the current discussion of peer
supervision suffers from being too limited
in its conception of supervision and too
sweeping in its assumptions about what
peer supervision can achieve. Peer sup-
ervision can make some important contri-
butions; but it has its limitations, and
it cannot be a substitute for formal,
organizationally directed supervision, ex-
pressed through a wide array of complex
behaviors.

Ellis, Smith, and Abbot[53] reported on an action

program study by one rural elementary school principal.

The program was designed to answer the following ques-

tions: (1) What was the present level of teacher ex-

pectancy concerning supervision? (2) Was it possible,

through inservice sessions, to attain perception change?

(3) Was there an existing technique that could be employed

in the school setting without disrupting learning process?

Would the technique chosen strengthen teaching, reduce

suspicion of supervision and increase acceptance?

The result of the study showed that teachers had

an improved attitude toward supervision when they had

participated in a program of peer supervision. Commenting

on this result, Ellis, Smith and Abbot concluded that,

Teachers support and have reacted favorably
to the implementation of clinical super-
vision when a peer is a member of the super-
visory team. This, perhaps, reemphasizes
some principles that enlightened administra-
tors and supervisors have recognized for
quite some time. In brief, teachers are more

receptive to supervision when they have
helped to determine its purposes and pro-
cedures; when the supervision is for the
purpose of assisting them to do a better
job and not for evaluation; and, when the
problems being worked on are, indeed, the
teacher's problems as he/she perceives them.54

Developmental Supervision

Developmental approach to supervision is another
method some writers felt would improve instruction. Like
peer supervision, there is very little available litera-
ture on developmental approach to supervision. An exam-
ination of the literature on developmental supervision
shows that writers looked at it as taking into account
professional development of teachers, teachers' person-
ality characteristics and other attributes, and situational
circumstances during supervision.

Effective supervision demands giving beginning teachers
the type of supervision that meets their needs and problems.
In 1961, Harrington[55] stated that beginning teachers as
a group have unique needs and problems and therefore need
a different type of supervision. He emphasized:

Undoubtedly the greatest pitfall for the
beginning teacher is the lack of super-
vision. If supervision stands for the
improvement of instruction, the work must
begin with the novice and continue in a
planned program until he is professionally
mature and able to stand alone.

Effective supervision also demands that the supervisor must use his knowledge about each teacher and his understanding of teachers as professional people. Supervisors should become familiar with their teachers' personality characteristics and other attributes. Techniques which were effective in one situation may not be effective in another. Marks, Stoops, and Stoops[56] pointed out that applying the techniques of supervision has not just been a mechanical procedure. The principal, as a supervisor, must be creative because each school system, school, classroom, teacher, and class offers unique circumstances, capabilities, and personalities.

Glickman seems to be the most exhaustive in his treatment of the concept of developmental or situational supervision as a method of improving instruction. In 1980, he advocated matching models of supervision to stages of teacher growth.[57]

According to Glickman teachers within the same school have different perceptions of what is useful to them or what supervisory help they need. Besides one supervisory plan for instructional improvement might be a delight to one teacher and a bore to another. The reason for these differences is because teachers differ in their stages of development and this makes them differ also in their concerns and needs.

As teachers differ in these various ways, Glickman accordingly, advocated that effective supervision with each teacher requires knowledge about differing approaches to instructional supervision. A supervisor should, therefore, use an approach that meets the need or concerns of a particular teacher instead of using a single uniform approach. As an example, Glickman felt that beginning teachers who are concerned with self survival or self-adequacy are better supervised by directive approach, where the supervisor models, directs and measures. On the other hand, teachers who are no more concerned with self survival but with improving the work in their classrooms are better supervised by collaborative approach, where the supervisor presents, interacts and contracts. As regards those teachers who are experienced and who are concerned with helping other students and teachers, Glickman advocated miminal influence of nondirective approach with the supervisor mainly listening, clarifying and encouraging.

In 1981, Glickman added another dimension to his 1980 views of supervising according to the needs or concerns of a particular teacher. He advocated taking the concerns and needs of both the supervisee and the supervisor into consideration during supervision. According to him, improvement of instruction is best obtained when the supervisor and the supervisee feel comfortable with the choice of supervisory behaviors.[58]

Glickman also noted that the type of supervisory
process a supervisor uses depends on the belief of the
supervisor. Supervisors who believe that knowledge is
acquired as an individual chooses to follow his own in-
clinations, tend to favor nondirective supervision. Those
who believe that learning is the result of reciprocity
and experimentation advocate collaborative supervision.
Those who believe that learning is acquired through com-
pliance with a set of standards advocate directive super-
vision.

As supervisor's belief influences the type of super-
visory process a supervisor uses, Glickman recommended
that

> as all methods of supervision can be
> successful when applied in the proper
> circumstances, a supervisor should
> identify his belief about the super-
> visory process and determine the ap-
> propriate amount and sequence of the
> process of listening, clarifying, en-
> couraging, presenting, problem solving,
> negotiating, demonstrating, directing,
> and reinforcing as they work to improve
> learning.

Like Glickman, Burden[59] called for provision of
different types of assistance and varied supervisory ap-
proach for teacners at different developmental levels.
He emphasized that no supervisory process is effective at
all times and with all people.

Burden identified three stages of teacher career
development and noted that teachers have different job

skills, knowledge, behaviors, attitudes, and concerns at each of these stages. He recommended the following assistance and supervisory approaches for teachers at different developmental levels.

Stage 1: Teachers at this stage are beginning teachers who are at the survival stage. They need assistance in many technical skills of teaching (e.g. lesson planning, record keeping, teaching strategies, and handling discipline). Despite training and experience in these areas during the preservice teacher preparation, these teachers feel weak in these areas and need a person to come in and show them how to perform and refine certain skills. Beginning teachers also need specific information about the curriculum and school rules and procedures.

A directive supervisory approach may be the most helpful at this survival stage. The supervisor would present, direct, demonstrate and reinforce when interacting with the teacher at this stage. The supervisor would also take primary responsibility in helping the teachers with identified concerns.

Stage 2: Teachers at this stage are at the adjustment stage. They have learned from their first year experiences and have acquired job skills and information in a number of areas. They are more able to look at their needs more objectively and seek out assistance.

A collaborative approach would be appropriate at this stage where the supervisor and teacher take equal responsibility for meeting the teacher's needs. The supervisor would present, clarify, listen, problem solve, and negotiate when working to meet the teacher's needs at this stage.

Stage 3: Teachers at this stage are at the mature stage. They have a good command of the job skills, knowledge, and behaviors necesseary to be effective. They feel confident and mature. They are interested in varying their instruction to meet individual student needs and also to add variety for themselves. Teachers at this stage have competence in many job skills and behaviors and are capable of objectively assessing their performance.

A non-directive supervisory approach may be most appropriate at this stage where the supervisor listens, encourages, clarifies, presents and helps solve problems. In this way, the teacher assumes the primary responsibility for improving instruction through self-assessment.

Clinical Supervision

The last method of supervision necessary for tne improvement of instruction that will be considered under this literature review is that of Clinical Supervision Plan. As a method of improving instruction, Clinical Supervision has received extensive coverage in the

literature. It has been described by Fred Wilhems as a system of supervision "with enough weight to have impact and with the precision to hit the target."[60]

Clinical supervision was developed in the late 1950s by Morris Cogan, Robert Goldhammer, and Robert Anderson while they were supervising student teachers in Harvard's Master of Arts for Teachers' program. At that time they were faced with the fact that what they were doing was not working, hence their effort to devise a more effective method of supervision in the form of clinical supervision plan. Initially, clinical supervision started slowly until professional interest in it accelerated and grew into a movement.

The movement was given the first impetus by the publication of Goldhammer's book, Clinical Supervision, in 1969. In this book, Goldhammer defined clinical supervision as a type of supervision that involves close observation, detailed observational data, face-to-face interaction between the supervisor and the teacher, and an intensity of focus that binds the two together in an intimate professional relationships.[61] The value of this type of supervision, according to Goldhammer is to increase teachers' incentives and skills for self-supervision and for supervising their professional colleagues.[62]

The dominant pattern of clinical supervision is the following five-step process Goldhammer proposed:

1. Pre-observation Conference. In this confer-
   ence, the supervisor is oriented to the class,
   objectives, and lesson by the teacher. Then
   the teacher and supervisor decide on the pur-
   poses of the observation.

2. Observation. The supervisor observes the
   lesson, taking verbatim notes as much as
   possible or recording the lesson by mechanical
   means.

3. Analysis and Strategy. The supervisor con-
   siders his notes with respect to the purposes
   of the observation and also to discover any
   patterns which were either favorable or un-
   favorable that might characterize the teacher's
   behavior. After the lesson has been analyzed,
   the supervisor considers the teacher, his level
   of self-confidence, maturity, and experience
   and decides on strategy for the conference.

4. Post-observation Conference. The supervisor
   implements his strategy. He deals with the
   items concerning the purposes of the observa-
   tion first and, with the consent of the teacher,
   may introduce comments on patterns not a part
   of the purposes of the observation he has
   identified. The supervisor can also plan with
   the teacher for a future lesson that incorpor-
   ates mutually agreed upon changes.

5. Post Conference Analysis. The supervisor
   analyzes his own performance and makes plans
   for working with the teacher in a more pro-
   fessional, productive manner in the future.[63]

Goldhammer emphasized that just going through the

five step process in a mechanical fashion will not result

in substanitally improved supervision or improved teacher

behavior. There must be genuine air of colleagueship and

mutuality in the relationship. The supervisor must see

his or her role as trying to help this teacher achieve

purposes in a more effective, efficient manner, not im-

posing pet theories and methods.

The movement of clinical supervision was given further
impetus by the publication of Coggan's book, "Clinical Super-
vision." Cogan referred to clinical supervision as those
salient operational and empirical aspects of supervision
in the classroom. He distinguished general supervision
from clinical supervision by stating that general super-
vision refers to those supervisory operations that take
place principally outside the classroom. It includes such
activities as writing and revision of curriculums,the
preparation of units and materials of instruction, the
development of processes and instruments for reporting
to parents, and such broad concerns as the evaluation of
the total educational program.[64]

Like Goldhammer, Cogan emphasized that the essential
ingredients for clinical supervision include the estab-
lishment of a healthy general supervisory climate, a
special supervisory mutual support system called colleague-
ship, and a cycle of supervision comprising conferences,
observation of teachers at work, and pattern analysis.

Unlike Goldhammer's five-step process of clinical
supervision, Cogan's is an eight-step process of clinical
supervision. However, he observed that certain phases of
the cycle may be altered or omitted as the supervisor and
the teacher develop successful working relationships. He
also warned that the process of carefully working through

the eight phases of the cycle should not be abbreviated
prematurely. Cogan discussed the phases as follows:

> Phase 1. Establishing the teacher-supervisor
> relationship. This is the first phase of
> clinical supervision in which the supervisor
> (a) establishes the clinical relationship
> between himself and the teacher; (b) helps
> the teacher to achieve some general under-
> standings about clinical supervision and a
> perspective on its sequences; and (c) begins
> to induct the teacher into his new role and
> functions in supervision. These first phase
> operations are generally well advanced before
> the supervisor enters the teacher's classroom
> to observe his teaching.

> Phase 2. Planning with the teacher. The
> teacher and supervisor together plan a lesson,
> a series of lessons, or a unit. Plans com-
> monly include specification of outcomes,
> anticipated problems of instruction, mater-
> ials and strategies of teaching, processes of
> learning, and provisions for feedback and
> evaluation.

> Phase 3. Planning the strategy of observa-
> tion. The supervisor plans the objectives,
> the processes, and the physical and technical
> arrangements for the observation and the
> collection of data. The teacher joins in
> the planning of the observation and takes a
> role in it as he becomes more familiar with
> the process of clinical supervision.

> Phase 4. Observing instruction. The super-
> visor observes the instruction in person and/or
> by way of other observers and other techniques
> for recording classroom events.

> Phase 5. Analyzing the teaching-learning
> process. Following the observation, the
> teacher and the supervisor analyze the events
> of the class. They may do this separately or
> together depending on the teacher's developing
> competencies in clinical supervision and his
> needs at the moment.

Phase 6. Planning the strategy of the con-
ference. The supervisor develops the plans,
alternatives, and strategies for conducting
the conference with the teacher. If it is
advisable, the supervisor may plan the con-
ference with the teacher. When this is done,
the planning for the conference may be in-
corporated into the conference itself.

Phase 7. The Conference. The teacher and
the supervisor conduct the conference. If
necessary and appropriate other participants
may join them in the conference.

Phase 8. Renewed Planning. In the confer-
ence, the teacher and the supervisor decide
the kinds of change the teacher should make
in his classroom behavior. The teacher and
supervisor will plan the next lesson that
will incorporate the sought change in the
teacher's classroom behavior. 65

Making his own contribution to the concept of clin-

ical supervision as a method of improving instruction,

Reavis,[66] noted that clinical supervision rests on the

conviction that instruction can only be improved by

direct feedback to a teacher on aspects of his teaching

that are of concern to him rather than items on an evalua-

tion form or items that are pet concerns of the supervisor

only. He concluded that clinical supervision brings a

clarity and specificity to in-class supervision that

promise to improve the quality of instruction provided to

children.

In 1977, Sergiovanni differentiated between tradi-

tional supervision and clinical supervision. He stated that

clinical supervision requires a more intense relationship

between supervisor and teacher than found in traditional
supervision. This is because colleagueship should be es-
tablished and articulated through the cycle of supervision.
He emphasized that "the heart of clinical supervision is
an intense, continuous, mature relationship between super-
visor and teacher with the intent being the improvement of
professional practice."[67]

In his article published in 1980 on "Effective
Instructional Leadership Produces Greater Learning," Cawelti[68]
stated that effective instructional leadership produces
higher learning and enhances student achievement. He pro-
pounded that a supervisor must have what he called process
skills in order to become involved in instructional improve-
ment. One of these process skills is that of clinical
supervision and as stated by him, clinical supervision
means "engaging in a no-threat planning session with the
teacher, developing an observation strategy, observing,
instruction, and a post observation analysis of teaching
learning process."

Snyder[69] defined clinical supervision as an impor-
tant branch of general supervision, which focuses on
helping teachers improve their performance through the
analysis and feedback of observed events in the classroom.

She stated that the perceptions of scholars and edu-
cational practitioners in the 1980s about the skill needs
of teachers could shape clinical supervision into a

coaching system or an inspection system. She summar-

ized:

> Clinical Supervision can be used as part
> of an inspection system, designed to re-
> inforce and maintain traditional practices
> in which teachers are presumed to be ade-
> quately trained. When so used, it becomes
> less a helping technology and more an evalu-
> ation technology. However, clinical super-
> vision offers far more promise when viewed
> as part of a comprehensive teacher develop-
> ment system that aims at more ambitious goals
> (especially for learners) and that assumes
> teachers have need for continuous extension
> and refinement of their skills in goal set-
> ting, diagnosis, program design, organiza-
> tion and management, instruction, and re-
> sponding to supervisory assistance.
>
> Clinical supervision has the potential for
> enabling teachers and administrators to
> break out of isolated and outdated practices
> and to achieve new performance norms....
> Clinical supervision, used as a coaching
> system, has the potential for catapulting
> schools into a new set of standards for
> excellence. 70

Besides the specific contributions of the above

writers to clinical supervision, there are other writers

who made their contributions by discussing how to make

some of the phases of the clinical supervision plan ef-

fective. In 1970, Blumberg reported on his study on

supervisory conference. On the basis of the findings

of the study, he made the following recommendations.

1. A supervisor should communicate the desire
   to understand the teacher with whom he is
   conferring and should also be sensitive to
   the nonverbal aspects of his behavior which
   influence the opinions being formed by the
   teacher.

2. The supervisor should help the teacher to
   sharpen his thinking about a problem he
   is experiencing. The supervisor can
   facilitate the teacher's problem-solving
   effort by helping him to differentiate
   among what is wrong, what the causes are
   of the difficulty, and what action should
   be taken to correct the particular problem.

3. The supervisor should help the teacher to
   focus on problems having to do with the
   intellectual and emotional development of
   students rather than on classroom maintenance
   problems. 71

Gordon[72] reported on his study conducted to deter-
mine how most teachers evaluate supervisory behavior in
the individual conference. The results of the study
showed that supervisor-teacher conference is most ef-
fective when it is carried out in a true helping suppor-
tive relationship. Gordon concluded:

> ...teachers do not look upon a person in
> a supervisory position as being most effect-
> ive when they are continually advising and
> informing. Teachers have the realization
> that this behavior can involve a considerable
> amount of time. As circumstances of the
> conference dictate, this can be used as a time
> for input by the teachers. This strongly
> suggests that supervisors are expected to have
> and make available to teachers the technical
> expertise that is wanted and needed. It is
> equally true that teachers feel they have pro-
> fessional insights they need to share. The
> individual conference setting can afford them
> one of the closest and most meaningful ways
> of accomplishing this.

In his own contribution on how to make the supervisory conference phase of clinical supervision effective, Diamond, 1978, noted that the tendency toward making a supervisory conference a dialogue rather than an offering like the traditional lecture in the classroom is an important development. He suggested that the exchanges in such a conference should be collegial in recognition of the high level of education of teachers today as well as of their shifting perceptions about authority. He emphasized that

> the old form of individual conference
> wherein the principal dictates procedures
> and offers criticism to be heard and acted
> upon is no better than the lecturing class-
> room teacher who shuts his students out of
> an opportunity for dialogue and participa-
> tion. Our teachers will unquestionably
> accept help if they are able to spell out
> for themselves objectives which make sense
> to them and if they can respect the per-
> sons and the means by which supervision is
> delivered. 73

During the same year, Valentine[74] pointed out that the interaction between the supervisor and supervisee during the supervisory conference is an important factor that shapes how the supervisee perceives the supervisor as an educational leader. To make supervisory conference effective, Valentine made the following recommendations:

> 1. The supervisee should be allowed to assess
>   himself throughout the period of the con-
>   ference. He should also be led to the ap-
>   propriate conclusion through interaction
>   rather than the supervisor's lecture.

  2. Supervisory conference should always close
    on a positive note of encouragement.

In her article on Six Types of Supervisory Conferences,
Hunter[75] stated that supervisory conference will be ef-
fective if the supervisor possessed the professional skills
of analyzing instruction in terms of cause-effect relation-
ships and problems. She also stated that the supervisor
should possess communication skills that will help achieve
the objectives of an instructional conference, and be
able to utilize and model those cause-effect teaching and
learning relationships that promote both teachers' and
students' achievements.

Sweeney[76] advocated a careful planning of the con-
ference which should involve both the psychological and
technical aspects of the supervisory conference.

As regards the psychological aspect of a supervisory
conference, Sweeney called for a consideration of the
teacher's perceptions and behavior in order to ensure a
nonthreatening climate during the conference. He recom-
mended as follows: (1) comfortable, quiet location such
as the teacher's room or a neutral site should be used
for the conference. (2) The supervisor should find out
verbal and nonverbal signs and those behaviors that will
have negative and positive effects on the conference. (3)
The supervisor should also use a less formal seating ar-
rangement during the conference so as to avoid any barrier

to communication that might be caused by a formal seating arrangement.

With regard to the technical aspect of the conference, Sweeney stated that a careful analysis of the available data is a pre-condition for success of the supervisory conference.

There are other writers whose contribution in the area of clinical supervision centered around finding whether clinical supervision has improved the learning-teaching situation as the literature suggests. In 1971, 1972 and 1977 respectively three studies were conducted by Shuma, Eaker and Reavis to gain information on teacher attitudes toward clinical supervision. These studies, as will be seen below, showed that teachers favored the clinical supervision approach.

Shuma[77] studied teacher self-image, self-understanding, and skill in self-analysis as a result of clinical supervision. Three teachers received clinical supervision for one semester and another six, the control group, received none. Shuma found significant, positive differences between the two groups favoring the experimental group on the factors studied.

In his own study, Eaker[78] attempted to determine the acceptance by teachers and administrators of the basic assumptions and procedures of clinical supervision. He found that:

1. Most teachers and administrators agreed
   with the basic assumptions of clinical
   supervision.

2. Teachers tended to agree with the assump-
   tions of clinical supervision more than
   with actual procedures.

3. Administrators tended to agree more strongly
   with the assumptions and procedures of
   clinical supervision than did teachers.

Reavis[79] conducted a study on teacher attitudes to-
ward clinical supervision in which one sample of teachers
experienced three clinical supervision cycles and another
sample experiened three cycles of traditional supervision.
Both types of supervision were conducted by the same super-
visors. In the traditional model, the supervisors con-
ducted in-class observation and a follow-up conference,
with the supervisor making most of the suggestions for
change. An attitude survey revealed the following:

1. Teachers favored clinical supervision
   in all six criteria studied (communica-
   tion, conferences, observations, sug-
   gestions for improvement, self-perception,
   and supervisory helpfulness).

2. In two categories--communication and
   self-perception--the clinical procedure
   was rated significantly better than
   traditional.

3. Traditional supervision was not preferred
   in any category.

There were other studies which attempted to deter-
mine the actual changes in teacher behavior or pupil

performance. Though the results of those studies are not very clear, none found traditional supervision effective in changing teacher behaviors when compared to clinical supervision.

Shuma,[80] in her study already cited, was also interested in the change in teacher behaviors in organization of tasks, congruity of pupil and teacher objectives, and teachers' response to pupil communication, among other factors, as these were perceived by the pupils. There was an experimental and control group of teachers and pre- and post-measures on several different scales were gathered. Shuma concluded that there was a significant difference between the two groups in the above-mentioned areas and in each instance the difference favored the clinical treatment group.

Garman[81] conducted a study in which five college English-teaching assistants were given a 12-week teaching seminar in conjunction with clinical supervision, and five other teaching assistants were exposed to the teaching seminar, but with no supervision. The findings indicated that four of the five teaching assistants who received clinical supervision were able to implement the teaching behaviors discussed in the seminars, whereas only one of the five who did not receive clinical supervision was able to implement the behaviors.

Skarak[82] compared the effectiveness of clinical super-
vision alone compared to clinical supervision used in con-
junction with immediate secondary reinforcement of a pre-
selected teacher behavior. The experiment was conducted
in two phases. First, the teacher and supervisor pre-
selected a behavior following which the supervisor obser-
ved five consecutive lessons, supplying an oral or visual
reinforcer each time the teacher produced the desired be-
havior. After this sequence, the teacher and supervisor
selected a similar but different behavior, and the super-
visor observed five consecutive lessons, supplying no secon-
dary reinforcers. In both phases, that utilizing the secon-
dary reinforcers and that not utilizing the secondary re-
inforcers, the clinical supervision sequence was followed.
Skarak concluded that there was no difference in the
amount of changed teacher behaviors: clinical supervision
alone was just as effective as clinical supervision used
in conjunction with the potentially powerful immediate
secondary reinforcement strategy.

In summary, a review of the literature shows that
scholars are interested in improving the process of super-
vision in schools. This review suggests five broad ways
of achieving this goal. The first is that the supervisor
functions in a non-evaluative manner and assists the teacher
to draw his conclusions and discover his own weaknesses
instead of telling the teacher the conclusions the supervisor

has in his mind. Second is that the supervisor maintains
adequate environment and communication. There should be
an effective channel of communication between the super-
visor and the teacher and a two-way communication that
allows free flow of information between the supervisor
and the teacher. The third is that teachers should be in-
volved in the process of supervision. This involvement
should not, however, be a substitute for formal organiza-
tionally directed supervision. The fourth way of making
supervisory process effective is to vary the supervisory
approach being used. The supervisor's approach should vary
with place, circumstance and individual. As the needs and
concerns of beginning teachers differ from those of the
experienced teachers, the supervisory approach to be used
in supervising these groups of teachers should vary. Fin-
ally, teachers should be clinically supervised. The super-
visor should help teachers improve their performance through
the analysis and feedback of observed events in the class-
room. The supervisor should also increase teachers' in-
centives and skills for self-supervision and for super-
vising their colleagues.

Perceptions of Supervisory Process

The primary purpose of supervision is the improve-
ment of instruction. For supervision to achieve this

purpose, scholars have made many suggestions aimed at making the supervision process effective. Despite these numerous suggestions, the perception of the teacher regarding the way the supervision is carried out plays a major role in how effectively the goal of supervision is achieved. This section of literature review presents literature and research related to the teachers' perceptions of supervisors and supervision, the incongruence in the supervisor/teacher perceptions, and the importance of considering the teachers' perceptions during the supervision process.

Teachers' Perceptions of Supervision

Blumberg and Amidon[83] reported in their study on teacher perceptions of supervisor-teacher interaction. Only those in-service teachers who were enrolled for graduate work at the College of Education, Temple University, during the spring and summer of 1964 and who reported they had been involved in a supervisory conference with the principal during the past year were included in the study. The source of data concerning teacher perceptions and evaluations was a questionnaire to which each subject in the study responded. Blumberg and Amidon found that:

1. The productivity of the conference is
    evaluated most negatively when the super-
    visor is perceived as emphasizing in-
    direct behavior and de-emphasizing direct
    behavior.

2. Teachers learn more about their teaching
    behavior when the supervisor is perceived
    as emphasizing indirect influence rather
    than direct influence.

3. Direct supervisory influence induces de-
    fensiveness in the communicative atmosphere
    between the teacher and the supervisor while
    indirect supervisory behavior creates
    supportiveness.

Blumberg, in 1974, conducted a study that revealed
the following teacher perceptions of supervisors: super-
visors seem to be out of touch with the classroom because
much of what is communicated involves procedural trivia;
supervisors, by avoiding them, make teachers think they
are insecure; supervisors play a democratic game, but
they don't really mean it.[84]

Young and Heichberger[85] conducted a survey of ele-
mentary teachers in selected rural and suburban schools
in western New York and to graduate students in a course
in supervision of instruction at a western New York state
college. The participants in the survey were asked eight-
een pertinent questions relating to the area of super-
vision and evaluation. The questions were based on con-
cerns related to effective supervision and evaluation.
An analysis of data for this survey revealed that:

1. Teachers felt there is a definite need
   for supervision and evaluation in the
   schools but want to participate in the
   process.

2. Teachers felt that it is important for
   the supervisor to have some understanding
   of the teacher's educational philosophy,
   and a profile of how the teacher views his
   own profession.

3. Teachers wanted a helping relationship
   with the supervisor and felt that effect-
   ive communication is the most important
   link between a teacher and his supervisor.

McCaskill, Seifert and Nelly[86] investigated teachers'

perceived job satisfaction in relation to their work and

the supervision they received. They found that majority

of teachers surveyed wanted principals as supervisors,

to offer more individual assistance and make themselves

available more often than they were doing. These find-

ings suggested that teachers perceived individual and

constant assistance as important aspects of supervision.

Discrepancy Between Teachers' and Supervisors'
Perceptions of Supervision

An important feature of the literature on perceptions

of supervisory process, is the unfortunate fact that there

is always discrepancy between the teachers' and the super-

visors' perceptions of supervisory process. Benjamin[87]

reported that teachers and principals acting as supervisors,

differed widely concerning their concept of helpful

supervision. He reported the teachers' and the princi-

pals' views of effective supervisory behavior as follows:

Teachers' Views

1. Occasionally relieving the teacher of classroom duties so that teacher may attend to pressing professional commit- ments; respecting plans made by the teacher.

2. Building the teacher's confidence by demonstrating knowledge of teaching procedures.

3. Observing the class and conducting follow-up with a clear, direct evalu- ation of the teacher's work.

4. Using the formal evaluation conference as an objective agreement concerning strengths and weaknesses previously discussed.

5. Supporting the teacher in relations with children and parents.

6. Relieving the teacher of clerical de- tails to allow more time for preparation and actual teaching.

7. Granting teachers' requests for help from outside specialist-consultants.

Principals' Views

1. Becoming thoroughly acquainted with the teachers' capabilities before suggesting a new procedure; observing for a length of time to assess the teacher's capabilities.

2. Waiting until the beginning teacher be- comes acquainted with the students, the philosophy of the school system, and its routines before suggesting major changes in routine.

3. Waiting until the teacher is emotionally ready to accept suggestions for change.

4. Listening sympathetically to the teacher's personal problems and offering assistance when asked for it.

5. Arranging visits to other classrooms, making certain that no stigma is attached to a visitation, and discussing the visitation thoroughly.

Harmes[88] reviewed research relating to the process of supervision. Summarizing the review, he stated:

1. A difference of perception between teachers and supervisors does not exist concerning the nature of problems confronting teachers.

2. Differences of perception between supervisors and teachers exist concerning methods of dealing with the problems which teachers have.

Cruss[89] reviewed a three-year study undertaken by Indiana Association of Supervision and Curriculum Development. The study was conducted to give supervisors an insight into how their work was perceived by a number of groups which affected or were affected by the work of the supervisor. The instrument of the study was an unstructured opinionnaire which was sent to a random-stratified sample of fifty persons in each of six groups in Indiana--administrators, principals, faculty members teaching elementary and secondary education courses, parents, supervisors, and teachers. Following are brief summaries of the replies by three out of the six groups of respondents. These replies confirm that the teacher's

perceptions of supervision tend to differ from those of
the supervisor.

Principals: The function of supervision is that of
helping the teacher achieve the most effective learning
situation. The least important contribution is that of
doing the teacher's work, and the effectiveness of super-
vision would improve if there were a better understanding
between teachers and supervisors.

Supervisors: The function of supervision is help-
ing teachers to improve instruction. The individual con-
ference with the teacher is very valuable, while clerical
jobs are least important. Suggestions for improvement
include more clerical help, more supervisors, and closer
relationships between supervisor and principals.

Teachers: They tended to want to avoid being the
object of supervision. Some of them considered super-
vision as an attack on them personally. Others thought
of supervision as a program dealing with materials, ideas,
and schedules rather than with the teaching-learning situ-
ation as it affects personal relationships.

Croft[90] reported on a study by a team from the
Center for the Advanced Study of Educational Administra-
tion at the University of Oregon in one United States school
district. The study sought to describe teachers' percep-
tions of administrative and supervisory practices in the
schools in that district. It was found that teachers

appeared to turn more often to their colleagues than to

the principal for guidance on certain key professional

issues and that the practices of the principal were often

in conflict with teachers' normative expectations of

supervisory behavior.

Studies conducted by Sibbitt and Gorowich also

pointed out that teachers' perceptions differ from those

of the supervisors. Sibbitt,[91] in his study, of super-

visory practices in small public high schools of Indiana,

found that principals and teachers differed on whether

or not various supervisory practices should be used.

Principals felt that the following should not be used

and teachers did not. These were:

1. The supervisor should assist teachers
   in stating lesson objectives in behav-
   ioral terms.

2. During the pre-observational conferences,
   the supervisor and teacher should clarify
   and agree upon the methods the teacher
   will use to achieve the stated objectives
   of the lesson to be observed.

3. The supervisor should assist teachers in
   planning graduate work.

On the other hand, while a majority of the teachers

reported that the following supervisory practices should

be used in the sample schools, a majority of the princi-

pals indicated the opposite. These were as follows:

1. The supervisor should observe the class
   for the entire period.

2. The supervisor should take written notes
   during the classroom observation.

3. During the post-observation conference,
   the supervisor and teacher should view the
   video-taped lesson and cooperatively analyze
   and evaluate the teacher's performance.

4. The supervisor should provide teachers with
   the opportunity to evaluate the results of
   classroom observations and post-observation
   conference with an unsigned questionnaire.

Gorowich,[92] examined the relationship between the

attitudes of teachers and principals toward supervisory

methods and procedures in selected Minnesota schools.

He found disagreement between teachers' and principals'

perceptions concerning supervisory methods and procedures.

In analyzing data reported from 441 teachers and 254 prin-

cipals, Gorowich found that teachers ranked visits to other

schools, in-service conferences and workshops, and grade

level and meetings as most helpful supervisory methods and

practices. Principals, however, ranked in-service work-

shops and conferences, grade level departmental meetings,

unscheduled classroom visits as the most helpful supervis-

ory methods and practices. Reports and meetings attended,

regularly scheduled faculty meetings, and special committee

assignments were reported by teachers as least helpful

supervisory methods and procedures. Principals ranked

reports on readings and meetings attended, attendance at

National and state conventions, and textbook selection committees as the least helpful supervisory practices and techniques.

There were also much disagreement between teachers' and principals' perceptions in the categories of scheduled and unscheduled classroom visits. On a scale of 1 (high) through 20 (low) teachers indicated a rank of thirteen for scheduled classroom visits and a rank of eleven for unscheduled classroom visits. The principals ranked these items six and three, respectively. Also greatly significant was the ranking of visitations to other schools. Teachers ranked this first, while principals viewed this method as fifth in importance.

The study of Gordon[93] showed that teachers' perceptions of effective supervisory behaviors differed from those of the supervisors. This study elicited descriptions of behaviors deemed effective by classroom teachers in actual conference setting with supervisors. The study employed the Critical Incident Technique (CIT) as refined by Flanagan as the means to gather data. Data were tabulated from the responses of seventy-five elementary teachers and sixty-four secondary teachers.

Analyzing the data, Gordon concluded that interpretation of specific supervisory encounters brought divergent judgments from the supervisor's administering the the act and the teachers receiving the benefit of the act.

A similar study reported by Lovell and Phelps[94]
showed that perceptions of teachers, principals and super-
visors differed on the nature of observations and on the
quantity and nature of conferences. The study sought to
collect data describing the practice of supervision in
Tennessee during the 1974-75 school year. A set of ques-
tionnaires was used for the collection of this data and
was distributed to a random sample of teachers and prin-
cipals and to the population of instructional supervisors
as listed by the State Department of Education.

Lovell and Phelps found that teachers perceived ob-
servations not to be helpful while principals and super-
visors perceived observations to be helpful to teachers.
The teachers also had serious disagreement with principals
and supervisors on the quantity and nature of conferences.

Ritz and Cashell[95] also agreed that teachers' per-
ceptions of supervisory process often differ from those
of supervisors. In their study with 143 science super-
visors and 258 science teachers, Ritz and Cashell wanted
answers to the following questions: (1) To what extent
does the phrase "private cold war" characterize the work-
ing relationship between teachers and supervisors? (2)
Is the gap between their views as wide as "cold war" im-
plies? (3) How might instructional supervisors become
more effective?

An analysis of the data from this showed that super-
visors and teachers held different views regarding super-
visory effectiveness and the supervisor's group membership.
They concluded, however, that the phrase "cold war" was
too harsh, implying great tension just short of open con-
flict which was not the case in their study.

Strachaa[96] was interested in determining teachers'
perceptions of effective supervisory methods. She con-
ducted a limited survey in the Geelong region of the
Victorian Education Department in Australia. The results
of the study showed that there was a disparity between
what teachers were currently experiencing in schools
and what they would prefer. This result implied that
teachers and principals in Geelong region of the Victorian
Education Department in Australia differed in their per-
ceptions of effective supervisory methods.

In presenting his existential model of supervision,
Reck pointed out that one of the major supervisory prob-
lems is that teachers have different perceptions of super-
vision from the supervisors'. Citing recent research,
Reck indicated that teachers generally view supervisors
with considerable hostility and view the supervisory pro-
cess as a waste of everyone's time. The supervisors
Reck continued, are aware of teachers' hostility and gen-
erally feel that teachers are uncooperative and view the
supervision process as crucial to the operation of schools
and a positive use of time.[97]

Like other studies, Thompson and Ziemer's[98] study

showed the discrepancy between the teachers' and the super-

visors' perceptions of the supervisory process. The study

was conducted to help determine the current status of super-

vision in professional education. Teachers, professors of

supervision, and state departments of education were asked

to respond to a variety of questions.

Response from teachers and professors indicated a

conflict between the ideal as stated by professors and the

real world as carried out in the schools. Both the

teachers and professors surveyed were strong in their

attitudes that supervision should imply assistance--but

in their districts supervision implied evaluation.

Besides the discrepancy in perceptions between teach-

ers and supervisors as indicated by the result of this

study, there also appeared to be a great discrepancy be-

tween the importance state departments of education and

professors of education placed on supervision compared

to the importance perceived by teachers. Teachers viewed

supervision as an evaluative process rather than being

of value to them. The fact that state departments re-

quired formal training in supervision for certification--

and professors believed they had appropriate models for

teaching supervision--had little or no effect on most

teachers.

As teachers' and supervisors' perceptions often con-
flict, a few writers have suggested how to go about solving
this problem. A review of the literature in this area
shows that writers agree that the effectiveness of super-
vision depends, to a large extent, on how teachers per-
ceive it. Thus a supervisor who wants to improve teaching-
learning situations take the teacher's perception into
consideration and supervise the teacher in the way he
likes to be supervised.

In his study, Parsons[99] stressed the need for using
supervisory processes that are congruent with teachers'
perceptions or their professional expectations in order
to help improve the contents, processes, and outcomes of
the teachers' work. Parsons concluded:

> Supervisors who work directly with
> teachers and wish to influence their
> classroom practice and encourage their
> professional growth must behave in ways
> congruent with teachers' expectations
> for involvement, social support and stimul-
> ating leadership. Although these styles
> and behaviors may vary somewhat with various
> supervisory roles and teacher and school
> characteristics, there is little doubt that
> the effective supervisor, according to
> teacher perceptions, is one who, in attempt-
> ing to provide staff leadership, is close
> to the teacher he is trying to help and uses
> the skills of facilitating personal and
> institutional growth, giving social support
> and involving his staff in the decision-
> making processes in the school.

Churukian and Cryan[100] were interested in establish-
ing whether or not teacher perceptions of the quality of
their interpersonal relationships with their supervisor
were related to teacher perceptions of supervisor style.
They felt that during supervision, there is the likelihood
that there will be discrepancies between "perceived" and
"wished for" supervisor behavior and stated that the smaller
these discrepancies the better the supervisee might tend
to feel about his supervision and hence the more receptive
he would tend to be with respect to the goals of super-
vision.

The results of the study indicated that high quality
interpersonal relationships should be the supervisors'
primary objective if supervisee-perceived learning pro-
ductivity should be maximized.

In his support for supervising teachers in the way
that is congruent with teachers' perceptions, Cogan[101]
said the obvious. He said that

> it is important for the supervisor to have
> some understanding of how the teacher views
> his own profession: his perceptions of
> himself as a teacher, his view of the cardinal
> objectives of education, his satisfactions,
> his preferred methods of teaching and so on.
> Such knowledge might permit the supervisor to
> design strategies for helping the teacher to
> institute some novel methods of teaching.

Copeland and Atkinson[102] evaluated supervisee per-
ceptions of directive and non-directive supervisory be-
havior. Sixty-six student teachers rated two tape re-
cordings of a supervisory conference, one in which the
supervisor was very directive and one in which the super-
visor was non-directive. Contrary to the predicted out-
come, subjects expressed a clear preference for directive
supervisory behavior.

In their discussions about the results of this study,
Copeland and Atkinson recommended further investigation
into the relationship between supervisees' preferences and
supervisors' effectiveness. They concluded, however,
that voluntary relationship between supervisor and super-
visee is more likely to continue if supervisee perceives
that relationship as having value.

In his discussion of the importance of physical
setting to effective communication between the teacher
and the supervisor, Jones[103] stated that physical setting
has a significant impact on the perception a teacher has
of his interaction with the supervisor and, as a result,
may influence the teacher's behavior. He observed:

> Administrators and supervisors often
> arrange chairs in a manner that is com-
> fortable for them without considering the
> perceptions of the teacher. The logical
> conclusion is that the supervisor should
> arrange his office in such a way that the
> teacher has a choice of seating positions.
> The supervisor must be able to adapt to which-
> ever is chosen.

This observation clearly shows that Jones felt that
improvement of teaching-learning situation is possible
when the supervisor deals with the teacher in the way
the teacher prefers or likes.

In their article on "The Conference Category System
Helps Supervisors Analyze Their Conferences With Teachers,"
Kindsvatter and Wilen[104] supported the view that improve-
ment of instruction is possible if the supervisory process
fits the teachers' perceptions. They stated that teachers'
perceptions are among the factors that always influence
teachers and supervisors interactions and called on the
supervisors to use them productively for good conference
setting which is essential for improvement of teaching-
learning situation, Kindsvatter and Wilen emphasized that
the supervisor needs to be perceived as friendly, good-
humored, unassuming, and competent.

In summary, the studies reviewed above showed that
teachers' perceptions are among the important factors
that influence the effectiveness of the supervisory pro-
cess. But the problem in using them to improve the teaching-
learning situation is that they often conflict with the
perceptions of supervisors. To use teachers' perceptions
productively during supervision, supervisors should en-
deavor to adjust their supervisory practices and behaviors
to suit the perceptions of teachers. They should supervise

as teachers like to be supervised and not as they (the
supervisors) like to supervise.

Summary

In this chapter, a review of literature and research
related to the study was presented. Sources reviewed
showed that the purpose of supervision is to improve the
quality of classroom instruction for the benefit of the
learner. To achieve this purpose, all those affected by
supervision--teacher, learner, supervisor and parents--need
continual growth.

Studies that dealt with the need for supervision
reported that teachers do not graduate from their pre-
service programs as finished products and stressed that
the need to ensure that the social objectives of the
schools are met and children's needs served, making super-
vision of educational process essential.

Reports from studies on the improvement of super-
visory process showed much variety. However, they iden-
tified the following five broad ways of supervising:
the supervisor functions in a non-evaluative manner; the
supervisor maintains adequate environment and communica-
tion; involves teachers in the process of supervision;
varies supervisory approach to suit the individual, place
and circumstance; and supervises teachers clinically by

helping them improve their performance through the analysis and feedback of observed events in the classroom.

Regarding perceptions of supervisory process, research reviewed stated that teachers' perceptions are among the important factors that influence the effectiveness of the supervisory process. To achieve positive results, therefore, the studies recommended supervising in the way teachers prefer to be supervised.

CHAPTER THREE

METHODOLOGY AND DESIGN OF THE STUDY

The design of the study included the major areas of
population and sample, instruments for collection of data,
collecting and processing data, and analysis of the data.

The Population and Sample

The population consisted of all the teachers, vice
principals, and principals in the thirty-four secondary
schools of Enugu, Onitsha, Uzo Uwani, and Anambra local
government areas of Anambra State. (See Appendix A for
names of secondary schools.)

Selection

The federal Republic of Nigeria Constitution, 1979,[1]
lists twenty-three local government areas in Anambra State.
Out of these, four were selected by stratified-random
sampling. Thus one urban and one rural local government
areas were selected from each of the northern and southern
parts of the state.

In each of these selected four local government areas, all the secondary schools that existed for at least four years were selected. (See Table 1 for number of schools from urban and rural local Government areas and Appendix B for the map showing the locations of the local government areas.) All the vice principals and principals in these schools were selected. The selection of teachers within each school was done systematically and randomly. For urban schools, one out of every three qualified teachers on the schools' staff list was selected and for rural schools, one out of every two qualified teachers on the schools' staff list were selected. The practice of using different proportion in the selection of teachers in urban and rural schools was adopted because the number of teachers in urban schools was generally greater than that of rural schools.

Description

The description of the sample is provided in Tables 2 to 6 according to the variables indicated in each of the tables. The data for all the variables in the tables came from the questionnaires answered by the teachers and principals.

Table 2 indicates that a little less than 60 percent of the teachers taught in urban schools while a little more

TABLE 1:   NUMBER OF URBAN AND RURAL SCHOOLS INCLUDED IN
           SAMPLE BY LOCAL GOVERNMENT AREAS

Local Government Areas	Urban	Rural	Total
Anambra	--	11	11
Enugu	5	--	5
Onitsha	13	--	13
Uzo-Uwani	--	5	5
Total	18	16	34

than 40 percent taught in rural schools. About 60 per-
cent of these schools had student population of below
900 and nearly 40 percent had student population of 900
and above. There were 50 or more teachers in approximately
56 percent of the schools and nearly 44 percent of the
schools had less than 30 teachers each on their staffs.

Data presented in Table 3 indicate that about 56
percent of the teachers surveyed were males. The teachers
as a group did not appear to have much professional pre-
paration. This underscores the problem of not having well
qualified teachers in the educational system. National
Certificate of Education (NCE) was held by 58 percent of
the teachers, while 39.6 percent had earned a bachelor's
degree or a bachelor's degree plus a National Certificate
of Education. Only 2.4 percent of the teachers had a

TABLE 2:   NUMBER OF TEACHERS SURVEYED ACCORDING TO LOCATION,
           STUDENT POPULATION, AND TEACHER POPULATION OF THE
           SCHOOLS

Variables	Category	Frequency	Percent
Location of School	Urban	126	59.4
	Rural	86	40.6
	Totals	212	100.0
Student Population of the School	Under 300	16	7.5
	300-599	66	31.1
	600-899	46	21.7
	900-1199	15	7.1
	1200-1499	11	5.2
	1500+	58	27.4
	Totals	212	100.0
Teacher Population of the School	10-19	20	9.4
	20-29	74	34.9
	30-39	39	18.4
	40+	79	37.3
	Totals	212	100.0

TABLE 3: NUMBER OF TEACHERS SURVEYED ACCORDING TO SEX,
LEVEL OF EDUCATION, AND TEACHING EXPERIENCE

Variables	Category	Frequency	Percent
Sex	Male	118	55.7
	Females	94	44.3
	Totals	212	100.0
Level of Education	NCE	123	58.0
	Bachelor's	74	34.9
	Bachelor's + NCE	10	4.7
	Master's	5	2.4
	Totals	212	100.0
Teaching Experience	3 yr or less	59	27.8
	4-7 years	50	23.6
	8-11 years	37	17.5
	12-15 years	21	9.9
	15 years +	45	21.2
	Totals	212	100.0

masters degree. About 28 percent of the teachers had three or fewer years of teaching experience.

Data presented in Table 4 indicate the major subject matter teaching area of the teachers included in the sample. The data indicate that approximately one-third (34.9 percent) taught "Languages," while about one in four (25.1 percent) taught in the "Science" subject area.

Data in Table 5 indicate that 40 (58 percent) of the total of 69 principals were in "urban schools". In addition these data indicate that nearly two-thirds (65.2 percent) of the principals are in schools having a student population of less than 900 students. Finally data in Table 5 show that approximately one half (50.7 percent) of the 69 principals are in schools employing twenty-nine or fewer teachers.

TABLE 4: NUMBER OF TEACHERS SURVEYED ACCORDING TO TEACHING SUBJECT AREAS

Teaching Subjects	Frequency	Percent
Language	74	34.9
Vocational Subjects	32	15.1
Moral and Religious Instruction	20	9.4
Physical Education	9	4.2
Mathematics	31	14.6
Art and Music	10	4.7
Science	49	23.1
Social Studies	30	14.2

TABLE 5: NUMBER OF PRINCIPALS SURVEYED, ACCORDING TO
          LOCATION, STUDENT POPULATION, AND TEACHER
          POPULATION OF THE SCHOOL

Variables	Category	Frequency	Percent
Location of School	Urban	40	58.0
	Rural	20	42.0
	Totals	69	100.0
Student Population of the School	Under 300	12	17.4
	300-599	22	31.9
	600-899	11	15.9
	900-1199	5	7.2
	1200-1499	13	18.8
	1500+	6	8.7
	Totals	69	100.0
Teacher Population of the School	10-19	14	20.3
	20-29	21	30.4
	30-39	12	17.4
	40+	22	31.9
	Totals	69	100.0

Table 6 shows the sex, pre-administrative teaching experience, and the administrative experience of the principals surveyed. Nearly 3 of every 4 principals (72.5 percent) had 10 or more years of teaching experience, but on the other hand, nearly half of the sample; 34 principals or 49.3 percent of the total sample of 69 principals had 3 or fewer years of administrative experience.

TABLE 6: NUMBER OF PRINCIPALS SURVEYED ACCORDING TO SEX, PRE-ADMINISTRATIVE TEACHING EXPERIENCE, AND ADMINISTRATIVE EXPERIENCE

Variables	Category	Frequency	Percent
Sex	Male	53	76.8
	Female	16	23.2
	Totals	69	100.0
Pre-Administrative Teaching Experience	3 yr or less	4	5.8
	3-6 years	6	8.7
	7-10 years	9	13.0
	10+ years	50	72.5
	Totals	69	100.0
Administrative Experience	3 yr or less	34	49.3
	3-6 years	20	29.0
	7-10 years	7	10.1
	10+ years	8	11.6
	Totals	69	100.0

Survey Instruments

Construction

A questionnaire was used to collect from teachers
and principals all pertinent information as it related
to their perceptions of supervisory process. Specifically,
the questionnaire was designed to collect information
and opinions regarding the following areas.

    1. His school, background and experience.

    2. The procedure for classroom supervision.

    3. How the Supervisor should establish and maintain
       interpersonal relationships during supervision.

    4. How the Supervisor should exercise his technical
       skill.

A review was made of questionnaires[2] from previous re-
search projects the review included objectives, format
and content of the questionnaires. The practice of re-
viewing previous questionnaires is recommended by other
researchers,[3] because such practice saves time and pro-
vides for new items.

After the review of questionnaires from previous
research projects, the questionnaire which has been de-
veloped is a modification of Larry Arthur Cleaver's[4]
instrument designed to measure teachers' perceptions of
the supervisory process. The modification of the instru-
ment was developed to ensure that the study answered all

the questions it sought and took the following

form:

1. A first part to the questionnaire was designed
   to collect information regarding the school,
   the background and experiences of the respondents.

2. The number of supervisory statements was in-
   creased from 32 to 42 by including nine super-
   visory statements on the procedure for class-
   room supervision and one supervisory statement
   on the purpose of supervision.

3. A second column was added to the second part
   of the questionnaire to collect information
   on whether each of the supervisory statements
   applies to the schools.

4. The wording of Cleaver's instrument was re-
   structured so that it would be more easily
   understood and be responded to by both teachers
   and principals.

The second part of the instrument was coded so that

key punching could be done directly from it. See Appendices

"E" and "F" for the sample of the instrument and the codes

for Part I of the instrument.

Description

The majority of questions were of the closed-ended[5]

types with only two open-ended ones. The close-ended ques-

tions were of the checklist types or rating items. The

questionnaire was designed so that the maximum time to

administer it would not exceed forty minutes. The language

was made simple so that all the respondents could be ex-

pected to comprehend it. Canary paper was used for the

teachers' questionnaire and pink paper was used for the
principals' questionnaire. This was done so as to make
it more attractive to the respondents[6] and to distinguish
returns from the teachers from returns from the principals.
Precise instructions were printed at the beginning of each
part of the instrument. In order to ensure anonymity,
respondents were not required to record their names on
the questionnaire.

Pilot Test

In an attempt to ensure minimum error and bias on
this instrument, Cleaver conducted a pilot test. In ad-
dition to his pilot test, this instrument was reviewed
by three Nigerian Graduate Students at Michigan State
University and committee members for content and validity.
Suggestions and recommendations from these groups were
considered in finalizing the instrument.

Method of Collecting Data

Procedure Used in Collecting Data

On August 6, 1982 the researcher wrote to twelve
graduate teachers in Anambra (Nigeria), requesting them
to indicate whether they were ready to assist him in the
study. By the second week of September 1982, eight of

those teachers replied that they were ready to assist.
Out of those eight teachers, two were teaching in Enugu,
three in Onitsha, one in Uzo-Uwani and two in Anambra local
government areas.

On September 20, 1982 directions of what the assis-
tants should do were mailed to each of the eight teachers.
The directions included the selection of the sample,
the procedure for administering the questionnaires, the
tabulation of returns, and the date of returning the ad-
ministered questionnaires. They were also requested to
comment upon and ask questions about the directions.

The comments and questions of six out of the eight
teachers who were given the directions were received by
the end of October, 1982. After the review of their com-
ments and questions, the researcher chose one experienced,
knowledgeable, and responsible teacher from each of the
four local government areas. These four teachers (re-
search assistants) administered the research instrument
in their local government areas.

Analysis of Questionnaire Returns

Table 7 indicates the number of the principals and
teachers who completed and returned the instrument.

As shown in Table 7, 69 out of the 100 principals
returned the instrument, which gave a return of 69 percent.
Also 222 of the 250 teachers returned the instrument for

TABLE 7:   NUMBER AND PERCENTAGE OF PRINCIPALS AND TEACHERS
           INVOLVED IN THE DISTRIBUTION AND RETURN OF THE
           QUESTIONNAIRES

Respondents	Number of Questionnaires Distributed	Questionnaires Returned	
		Number	Percentage
Principals	100	69	69.0
Teachers	250	222*	88.8*

*Ten questionnaires received from the teachers were un-
usable. Thus the usable teacher response was 212 returns
or 84.8 percent.

a return of 88.8 percent. However, only 84.8 percent of

the questionnaires returned by teachers were usable. Ten

of the questionnaires returned by teachers were not usable

because most of the items in Part II of the instrument

were not checked.

Although the response rate for the principals was

slightly lower, the overall response rate obtained in the

study was within levels suggested by the experts for making

valid generalizations. Kerlinger[7] recommended a response

rate of at least 80 to 90 percent and Wiersma[8] suggested

that generally 75 percent should be the minimum rate of

return.

Research Design

The study was a descriptive research designed to determine which supervisory processes are being used in Anambra (Nigeria) schools and which ones are perceived by teachers and principals to be very important in the improvement of instruction.

Research Questions

The following seventeen questions were designed to serve as focal points for the study. Analysis of data was designed to answer the questions.

1.0 Who actually supervises teachers in Anambra (Nigeria)?

1.1 Who do principals think should be responsible for instructional supervision?

1.2 What are the reasons for the principals' views as regards who should be responsible for instructional supervision?

2.0 How frequently are teachers supervised in Anambra state?

2.1 Are teachers in urban schools supervised more frequently than teachers in rural schools?

2.2 Are inexperienced teachers more frequently supervised than experienced teachers?

3.0 What is the primary purpose of supervision in Anambra State of Nigeria?

3.1 Do teachers' perceptions of the primary purpose of supervision differ from those of the principals?

3.2 Do inexperienced teachers' perceptions of the primary purpose of supervision differ from those of experienced teachers?

4.0 Which supervisory processes are being used in Anambra State schools?

4.1 Do the supervisory processes perceived by the teachers as being used in the State differ from those of the principals?

4.2 Do the supervisory processes perceived by inexperienced teachers as being used in the state differ from those of the experienced teachers?

5.0 Which supervisory processes are considered important in improving instruction in Anambra state schools?

5.1 Do the supervisory processes perceived to be important by all teachers differ from those of all the principals?

5.2 Do the supervisory processes perceived to be important by inexperienced teachers differ from those of the experienced teachers?

5.3 Do the supervisory processes perceived to be important by teachers who say they apply to the schools differ from those of the principals who say they apply?

5.4 Do the supervisory processes perceived to be important by teachers who say they do not apply to the schools differ from those of the principals who say they do not apply?

Data Analysis

The questionnaire responses for each subject were transferred to computer laboratory forms. The data entered on these forms were subsequently key punched and verified. All the data were analyzed through the use of the Statistical Package for the Social Sciences (SPSS) of Michigan State University.

Several statistical procedures were used depending
on which was the most discriminatory to test for signi-
ficant differences within the variables. Thus frequencies,
percentages and chi square were used in analyzing the
data on responsibility for supervision, frequency of
supervision, purpose ofsupervision, and the applicability
of the supervisory statements in Anambra State schools.
T-test was used to compare the mean responses of teachers
and principals about the degree of importance they at-
tached to the supervisory statements while Analysis of
Variance was used for repeated measures for teachers and
principals.

Summary

The study was designed to determine which super-
visory processes are being used in Anambra (Nigeria)
schools and which ones are perceived by teachers and prin-
cipals to be very important in the improvement of in-
struction. The systematic-random approach was used to
select the teachers' sample. All the principals and vice
principals in the selected schools were selected. Both
teachers and principals selected for the study were from
34 selected secondary schools in four selected local
government areas. The measuring instrument used was a
modification of an instrument developed in 1974 by Larry
Arthur Cleaver of the University of Pittsburgh. It

consisted mostly of close-ended questions and responded

by the teachers and the principals. A research assistant

from each of the local government areas was responsible

for administering the questionnaires and tabulating the

returns. The returns yielded a combined response rate

of 80.3 percent.

The analysis of data was meant to obtain descriptive

and inferential statistics.

CHAPTER FOUR

ANALYSIS OF THE DATA AND DISCUSSION OF THE FINDINGS

Introduction

The purpose of this chapter is to analyze and discuss the data obtained from the survey of teachers' and principals' perceptions of the supervisory process. The purpose of the study was to determine which supervisory processes are being used in Anambra (Nigeria) schools and which ones are perceived by teachers and principals to be important in the improvement of instruction.

The data gathered through the use of a questionnaire was analyzed on the basis of the research questions which served as the focal point of the study. They are presented in this chapter in five sections under five headings: responsibility for supervision, frequency of supervision, purpose of supervision, applicability of supervision process, the degree of importance of supervisory process, and other research questions. Each section shows, by means of tables and discussion, the frequencies, percentages and chi square, t-test or analysis of variance, of the subjects' responses.

Analysis of Data

Responsibility for Supervision

Research Question 1.0: Who actually supervises teachers in Anambra (Nigeria) schools?

Research Question 1.1: Who do the principals think should be responsible for instructional supervision?

In order to answer the above questions, teachers were asked to say who was responsible for supervision in their schools. The principals were also asked to say who they thought should be responsible for instructional supervision in the schools. Table 8 presents the frequencies, percentages and chi-square responses of teachers and principals as to who is or should be responsible for instructional supervision. The tables and discussions are concerned with only the three most frequently mentioned supervisory personnel.

From the teachers' responses, it is clear that the most frequently mentioned supervisory role was that of the principal which made up 50.2 percent of the responses. The zonal superintendent of schools ranked second with 36.8 percent; the vice principal ranked third and accounted for 11.0 percent of the responses.

Of the principals, 52.4 percent also felt that the principal of a school is the most suitable supervisory person to assume the responsibility of instructional supervision in

TABLE 8: FREQUENCIES, PERCENTAGES AND CHI SQUARE OF WHO
ACTUALLY SUPERVISES THE TEACHERS AND WHO THE
PRINCIPALS THINK SHOULD SUPERVISE

Supervisory Role	Teachers		Principals		Totals	
	N	%	N	%	N	%
Principal	105	50.2	33	52.4	138	50.7
Vice Principal	23	11.0	20	31.7	43	15.8
Zonal Superintendent of Schools	81	38.8	10	15.9	91	33.5
Totals	209	100.0	63	100.0	272	100.0

Chi Square = 20.793   df=2   p=.000

schools. The vice principal was ranked second with 31.7 percent; the zonal superintendent of schools ranked third and accounted for 15.9 percent of the principal's responses.

Although the responses of teachers (50.2 percent) and the responses of principals (52.4 percent) were close with regard to the principal of the school being responsible for supervision, the percentage of principals (31.7 percent) who thought the vice principal should be responsible for supervision was substantially greater than the percentage of the teachers (11.0 percent) who were supervised by the vice principal. The same lack of agreement was observed as regards the zonal superintendent of schools. Of the teachers, 38.8 percent reported that the zonal superintendent of schools

was responsible for supervision in their schools but only 15.9 percent of the principals thought he should be responsible for supervision. Thus with two degrees of freedom, the chi square value of 20.793 is statistically significant at the .05 level. Consequently, it is concluded that there was a significant difference between who actually supervises the teachers and the personnel the principals think should be responsible for supervision.

The frequencies, percentages and chi square of teachers' perceptions of who supervises them are presented in Table 9, according to their years of teaching experience. The responses for each of the experience categories were close. The same observation is true if the teachers are divided into two broad groups of inexperienced teachers (0-3 years of teaching experience) and experienced teachers (4+ years of teaching experience). While 57.6 percent of inexperienced teachers perceived the principal as most frequently responsible for supervision, 47.3 percent of the experienced teachers did so. The zonal superintendent of schools was ranked second by 33.9 percent of inexperienced teachers and by 40.7 percent of the experienced teachers. The vice principal was ranked third by 8.5 percent of inexperienced teachers and by 12.0 percent of experienced teachers. According to the chi square findings teaching experience failed to account for differences in the perceptions of teachers with regard to who is responsible for supervision in schools.

TABLE 9:   FREQUENCIES, PERCENTAGES AND CHI SQUARE OF TEACHERS'
PERCEPTIONS OF WHO IS RESPONSIBLE FOR SUPERVISION BY
YEARS OF TEACHING EXPERIENCE.

Supervisory Roles	Years of Teaching Experience									
	0 - 3		4 - 7		8 - 11		12 - 15		15+	
	N	%	N	%	N	%	N	%	N	%
Principal	34	57.6	19	39.6	19	51.4	8	38.1	25	56.8
Zonal Superintendent of Schools	20	33.9	21	43.8	16	43.2	10	47.6	14	31.8
Vice Principal	5	8.5	8	16.7	2	5.4	3	14.3	5	11.4
Totals	59		48		37		21		44	

Chi square = 17.795   df=20   p=.601

Research Question 1.2:   What are the reasons for the
principals' views as regards who should be responsible
for instructional supervision?

In order to find out why principals preferred parti-
cular supervisory personnel to be in charge of instructional
supervision, they were asked to give reasons why they thought
a particular supervisory role was most suitable.   Table 10
presents their responses.

As already shown in Table 8, 33 of the responding
principals thought that the principal of a school is the
most suitable to be in charge of instructional supervision.
Four out of this number did not give any reason for their
preferences.   The remaining twenty-nine principals gave three

TABLE 10: PRINCIPALS' PREFERENCES AND REASONS FOR
INSTRUCTIONAL SUPERVISION RESPONSIBILITY.

Preferred Personnel and Reasons	N	%
Principal:		
"Principal should be responsible for instructional supervision without further reason".	4	12.1
"Principal should be responsible for instructional supervision because he knows the teachers and the students more than the vice principal and the zonal superintendent of schools."	4	12.1
"Principal should be responsible for instructional supervision because he provides a more regular and a more systematic supervision than the zonal superintendent of schools."	9	27.3
"Principal should be responsible for instructional supervision because his authority as the head of the school will make his supervision more effective than that of the vice principal and the zonal superintendent of schools."	16	48.5
The Vice Principal:		
"The vice principal should be responsible for instructional supervision because he knows the teachers and the students more than the principal and the zonal superintendent of schools."	2	10.0
"The vice principal should be responsible for instructional supervision because he provides more regular and more systematic supervision than the principal and the zonal superintendent of schools."	18	90.0
The Zonal Superintendent of Schools:		
"The zonal superintendent of schools should be responsible for instructional supervision and supplement internal supervision."	1	10.0
"The zonal superintendent of schools should be responsible for instructional supervision because students and teachers respect him more than they respect the vice principal and the principal."	4	40.0
"The zonal superintendent of schools should be responsible for instructional supervision because he will be more objective in his supervision than the vice principal and the principal."	5	50.0

broad reasons for their preferences. The two most fre-
quently cited were that the principal would make use of
his authority as the head of the school to provide more
effective supervision (48.5 percent) and that he would
provide more regular and more systematic supervision than
the zonal superintendent of schools (27.3 percent).

Twenty of the responding principals preferred to
have the vice principal of a school responsible for in-
structional supervision. Of this number, 90 percent pre-
ferred him because he would provide more regular and more
systematic supervision than the principal of a school and
the zonal superintendent of schools.

The zonal superintendent was preferred by ten prin-
cipals as the most suitable person to assume the respon-
sibility of instructional supervision in schools. Fifty
percent of this number preferred him because he would be
more objective in his supervision while 40.0 percent pre-
ferred him because students and teachers would respect him
more than the vice principal and the principal. In general,
principals preferred to have those who would provide more
regular and more systematic supervision (42.9 percent) be
responsible for instructional supervision.

Frequency of Supervision

Research Question 2.0: How frequently are teachers supervised in Anambra (Nigeria)?

Research Question 2.1: Are teachers in urban schools more frequently supervised than teachers in rural schools?

One of the major criticisms of the services of in-spectorate divisions of the Ministries of Education and Education Boards in Nigeria has been that supervision in schools is irregular and infrequent. To ascertain whether there has been an improvement since the governments in Nigeria started emphasizing regular and systematic super-vision of schools, teachers were asked to indicate the num-ber of times they were supervised in the last five years. Table 11 presents the frequencies, percentages and chi square of the teachers and the number of times they were supervised in the last five years according to the location of the schools.

Of the responding teachers, 34.9 percent were not supervised at all in the last five years, 44.8 percent were supervised only once, and 20.3 percent were supervised two times, three times, four times or five times.

Responses to this item did not show any variation between those teaching in urban schools and those teaching in rural schools. Thirty three and three-tenths of those teaching in urban schools, and 37.2 percent of those teaching

TABLE 11:   FREQUENCIES, PERCENTAGES AND CHI SQUARE OF TEACHERS
AND THE NUMBER OF TIMES THEY WERE SUPERVISED IN
THE LAST FIVE YEARS, BY LOCATION OF SCHOOL

Number of Times Supervised	Urban		Rural		Total	
	N	%	N	%	N	%
0	42	33.3	32	37.2	74	34.9
1	62	49.2	33	38.4	95	44.8
2	10	7.9	7	8.1	17	8.0
3	5	4.0	7	8.1	12	5.7
4	4	3.2	1	1.2	5	2.4
5	3	2.4	6	7.0	9	4.2
Total	126	59.4	86	40.6	212	100.0

Chi square = 6.553   df=5   p =.2561

in rural schools were not supervised at all in the last
five years. For those who were supervised once, 49.2 per-
cent were teaching in urban schools while 38.4 percent were
teaching in rural schools. With regard to those who were
supervised two times, three times, four times, or five
times, 17.5 percent were teaching in urban schools while
24.4 percent were teaching in rural schools.

Thus, the chi square test did not prove that there
was a variation between the frequency of supervision in
urban and rural schools.

Research Question 2.2: Are inexperienced teachers more frequently supervised than experienced teachers?

Table 12 presents frequencies, percentages and chi square, by years of teaching experience, for the number of times teachers were supervised in the last five years. Of the inexperienced teachers (0-3 years) 37.3 percent and 33.9 percent of all experienced teachers (4 years and above) were not supervised at all in the last five years. As for those who were not supervised at all in the last five years, a greater percentage of inexperienced teachers (52.5 percent) were also supervised only once in the last five years as against 41.8 percent of the experienced teachers.

Significant differences were found between the number of times inexperienced teachers were supervised in the last five years and the number of times experienced teachers were supervised in the last five years. Thus, there was a variation in frequency of supervision between inexperienced and experienced teachers.

Purpose of Supervision

Research Question 3.0: What is the primary purpose of supervision in Anambra State of Nigeria?

Research Question 3.1: Do teachers' perceptions of the primary purpose of supervision differ from those of the principals?

TABLE 12: FREQUENCIES, PERCENTAGES AND CHI SQUARE OF THE
NUMBER OF TIMES TEACHERS WERE SUPERVISED IN THE
LAST FIVE YEARS, BY YEARS OF TEACHING EXPERIENCE

No. of Times Supervised	Years of Teaching Experience									
	0 - 3		4 - 7		8 - 11		12 -15		15 +	
	N	%	N	%	N	%	N	%	N	%
0	22	37.3	21	42.0	17	45.9	6	28.6	8	17.8
1	31	52.5	22	44.0	16	43.2	7	33.3	19	42.2
2	2	3.4	1	2.0	3	8.1	5	23.8	6	13.3
3	2	3.4	4	8.0	1	2.7	1	4.8	4	8.9
4	2	3.4	1	2.0	0	0.0	1	4.8	1	2.2
5	0	0.0	1	2.0	0	0.0	1	4.8	7	15.6
Total	59		50		37		21		45	

Chi square = 41.960   df=20   p =.0028

Item 42 on the questionnaire asked the teachers and the principals to choose what they thought was the primary purpose of supervision. Five purposes of supervision were presented. Table 13 presents the frequencies, percentages and chi square of the teachers' and principals' response for the two most frequently mentioned purposes of supervision.

Of the principals, 83.1 percent as against 79.5 percent of the teachers felt that the primary purpose of supervision was to improve instruction in the classroom. Forty of the teachers (20.5 percent), as against 16.9 percent of the principals, however, felt supervision was aimed at

protecting children from incompetent teachers. Thus the

responses of principals and teachers were quite similar.

No significant differences were found between the responses

of teachers and principals.

TABLE 13:   FREQUENCIES, PERCENTAGES AND CHI SQUARE OF TEACHERS'
AND PRINCIPALS' PERCEPTIONS OF THE PRIMARY PURPOSE
OF SUPERVISION

Primary Purpose of Supervision	Teachers		Principals	
	N	%	N	%
To improve instruction in the classroom	155	79.5	54	83.1
To protect children from incompetent teaching	40	20.5	11	16.9

Chi square = .20327   df = 1   p = .6521

Research Question 3.2: Do the inexperienced teachers'
perceptions of the primary purpose of supervision dif-
fer from those of the experienced teachers?

Table 14 presents the frequencies, percentages and

the chi square of the teachers' responses to the question

of the primary purpose of supervision, by years of teaching

experience.

Focusing on the two most frequently mentioned pur-

poses of supervision, it was observed that a smaller percen-

tage of the inexperienced teachers (61.0 percent) as against

a greater percentage of the experienced teachers (77.8 percent)

TABLE 14: FREQUENCIES, PERCENTAGES AND CHI SQUARE OF
TEACHERS' PERCEPTIONS OF THE PRIMARY PURPOSE
OF SUPERVISION, BY YEARS OF TEACHING EXPERIENCE

Primary Purpose of Supervision	Years of Teaching Experience									
	0 - 3		4 - 7		8 -11		12-15		15+	
	N	%	N	%	N	%	N	%	N	%
To grant approval for opening a school	3	5.1	0	0.0	0	0.0	0	0.0	0	0.0
To make a decision about the promotions of teachers	1	1.7	2	4.0	3	8.1	1	4.8	0	0.0
To decide on the upgrading of a school	5	8.5	2	4.0	0	0.0	0	0.0	0	0.0
To improve instruction in the classroom	36	61.0	32	64.0	31	83.8	19	90.5	37	82.2
To protect children from incompetent teaching	14	23.7	14	28.0	3	8.1	1	4.8	8	17.8
Total	59	100.0	50	100.0	37	100.0	21	100.0	45	100.0

Chi square = 31.94   df=16   p = .010

perceived the primary purpose of supervision to be that of improving instruction in the classroom. At the same time, a greater percentage of the inexperienced teachers (23.7 percent) as against a smaller percentage of the experienced teachers (17.0 percent) perceived that protection of children from incompetent teaching was the primary purpose of supervision. Thus a variation existed between the responses of inexperienced teachers and experienced teachers. With 16 degrees of freedom, the chi square value of 31.944 was significant at the .05 level. It is thus concluded that the inexperienced teachers perceived the primary purpose of supervision differently from the experienced teachers.

Applicability of Supervisory Statements

Research Question 4.0: Which supervisory processes are being used in Anambra State schools?

Research Question 4.1: Do the supervisory processes perceived by the teachers as being used in the state differ from those of the principals?

In order to know which supervisory processes are being used in Anambra schools, the responding teachers and principals were asked to check "yes" if a particular statement applied to their schools or "no" if it did not apply.

A list of forty-one supervisory statements was given. In order to group the statements appropriately, a factor

analysis of these was done, using the Statistical Package
for the Social Sciences (SPSS). Table 15 presents the
factor pattern, item means and standard deviation resulting
from this analysis.

Thus, the fourth and fifth index measures of this
study are presented and discussed under the following six
factors.

1. Procedures for classroom supervision.

2. Supervisor's competence in assisting the
   teacher.

3. Supervisor's working relationship with the
   teacher.

4. Supervisor's establishment and maintenance
   of rapport with the teacher.

5. Supervisor's encouragement of teacher self-
   evaluation.

6. Supervisor's enthusiasm for teacher involvement
   in the supervisory process.

The perceptions of teachers and principals of the
applicability of the supervisory statements relating to
the procedures for classroom supervision are summarized
in Table 16. A majority of teachers and principals indi-
cated that three out of the nine statements apply, while
five do not apply. For the other statement, the percen-
tage of the respondents who said it applies and the per-
centage of those who said it does not apply were close.

The differences between the teachers' and principals'
perceptions lacked statistical significance but a tendency

TABLE 15: FACTOR PATTERN, ITEM MEANS, AND STANDARD DEVIATION FOR A SAMPLE OF 281 TEACHERS AND PRINCIPALS IN ANAMBRA STATE

Items Abbreviations	Factors						Item Mean	Item Std. Dev.
	1	2	3	4	5	6		
Classroom Supervision:								
Continual Supervision	.505						3.683	.618
Experienced Teachers Supervised	.307						2.950	.787
Observations Scheduled and announced	.390						2.213	1.148
Pre-observational Conferences held	.854						2.313	1.171
Discussion of what the supervisor will observe	.694						2.291	1.204
Observed lesson from the beginning to the end	.497						2.754	1.165
Notes taken during observation	.518						3.246	.887
Post-observational conference held	.726						3.537	.7413
Teacher's weaknesses and strengths emphasized	.698						3.552	.700
Assistance of the Teacher								
Thinks things out well		.406					3.310	.761
Knowledge about teaching		.538					3.634	.642
Stimulation of the teacher		.480					3.416	.713
Teacher's respect for the supervisor's competence		.445					3.000	.845
Teacher's understanding of the supervisor		.623					3.231	.742

TABLE 15: (CONT)

Items Abbreviations	Factors						Item Mean	Item Std. Dev.
	1	2	3	4	5	6		
Understanding needs of the teacher's pupils		.443					3.303	.768
Maintenance of high professional standards		.398					3.260	.849
Making useful suggestions for the teacher		.446					3.413	.655
Working Relationship								
Teacher development of personal style of teaching			.464				3.256	.869
Working together to improve students learning			.531				3.488	.728
Working together on teacher's important objectives			.426				2.993	.914
Assisting the teacher to improve his teaching			.373				3.288	.827
Working partnership for improvement of learning			.458				3.470	.779
Supervisor and teacher gain from working together			.568				3.310	.766
Supervisor and teacher developing long term teaching plans			.464				3.057	.864
Supervisor and teacher work comfortably together			.133				3.117	.795

TABLE 15: (CONT)

Items Abbreviations	Factor						Item Mean	Item Std. Dev.
	1	2	3	4	5	6		
Establishment and Maintenance of Rapport								
Respect for teacher's competence				.375			3.267	.749
Honesty with the teacher				.543			3.370	.764
Confidence of professional ability				.543			3.356	.789
Willingness to raise and resolve difficult issues				.376			2.950	.944
Encouragement of teacher's honesty				.694			3.274	.841
Teacher Self-Evaluation								
Assists teacher assess progress					.472		3.135	.826
Suggests topics for discussion with the teacher					.322		3.178	.786
Encourages teacher self-evaluation					.480		3.320	.705
Shows teacher new ways to evaluate own teaching					.441		3.142	.850

TABLE 15: (CONT)

Items Abbreviations	Factor						Item Mean	Item Std. Dev.
	1	2	3	4	5	6		
Teacher Involvement in the Supervision Process								
Joint decision in making supervision helpful						.441	2.545	1.114
Teacher enjoys working with the supervisors						.378	2.690	1.018
Supervisor and teacher have enough time to work together						.394	2.897	.975
Continuity in super-visor's work with the teacher						.387	3.089	.892
Enthusiasm in working with the teacher						.418	3.032	.863
Makes feelings about the teacher's teaching known						.359	3.085	.841
Generally available to work with the teacher						.188	2.840	1.014

TABLE 16: FREQUENCIES, PERCENTAGES, AND CHI SQUARE OF TEACHERS' AND PRINCIPALS' PERCEPTIONS OF THE APPLICABILITY OF SUPERVISORY STATEMENTS RELATING TO PROCEDURES FOR CLASSROOM SUPERVISION

Supervisory Statements		Does Statement Apply					
		Teachers		Principals		x^2	P
		Yes	No	Yes	No		
Pattern of Supervision							
Supervision is continual rather than occasional	N=	104	108	43	26	3.158	.076*
	%=	49.1	50.9	62.3	37.7		
Experienced teachers are also supervised	N=	135	77	45	24	< 1	
	%=	63.7	36.3	65.2	34.8		
Classroom observations by supervisors are scheduled and announced.	N=	56	156	18	51	< 1	
	%=	26.4	73.6	26.1	73.9		
Pre-Observation Conference Behaviors							
A pre-observation conference is held between the teacher and supervisor.	N=	41	171	17	52	<1	
	%=	19.3	80.7	24.6	75.4		
During the pre-observation conference the supervisor discusses with the teacher what he will be looking for during the classroom observation.	N=	48	164	16	53	<1	
	%=	22.6	77.4	23.2	76.8		
Classroom Observation Behaviors							
During the classroom observation the supervisor enters the room before the period begins and does not leave until the class period has ended.	N=	74	138	25	44	<1	
	%=	34.9	65.1	36.2	63.8		

TABLE 16: (Cont)

Supervisory Statements		Does Statement Apply					
		Teachers		Principals		x^2	P
		Yes	No	Yes	No		
The supervisor takes written notes during the class-room observation.	N=	137	75	48	21	◀1	
	%=	64.6	35.4	69.6	30.4		
Post-Observation Con-ference Behaviors							
A post-observation conference is held between the super-visor and teacher to discuss and analyze the data collected during the observa-tion.	N=	134	78	51	18	2.198	.138
	%=	63.6	36.8	73.9	26.1		
During post-obser-vation conference, the supervisor em-phasized both the teacher's weaknesses and strengths	N=	73	139	19	50	◀1	
	%=	34.4	65.6	27.5	72.5		

*=Tendency toward significance.

toward significant difference between teachers' and principals' perceptions was found in one case.

Table 17 presents the teachers' and principals' perceptions of the applicability of the supervisory statements dealing with the supervisor's competence in assisting the teacher. A majority of teachers and principals indicated that all eight statements applied to their schools. No significant differences were found between teachers' and principals' perceptions of the eight statements.

A summary of teachers' and principals' perceptions of the applicability of the supervisory statements relating to the supervisor's working relationship with the teacher is given in Table 18. As shown, a majority of teachers and principals indicated that six out of eight statements applied. A majority of the respondents said one statement did not apply, while for the remaining statement, almost as many said it applied as those who said it did not apply. No significant differences were found between teachers' and principals' perceptions of the applicability of the statements.

Table 19 presents frequencies, percentages, and chi square of teachers' and principals' perceptions of the applicability of the supervisory statements relating to supervisor's establishment and maintenance of rapport with teachers. A majority of teachers and principals indicated that four of the statements applied to their schools, while a majority indicated that one statement did not apply.

TABLE 17: FREQUENCIES, PERCENTAGES AND CHI SQUARE OF TEACHERS'
AND PRINCIPALS' PERCEPTIONS OF THE APPLICABILITY
OF THE SUPERVISORY STATEMENTS RELATING TO THE
SUPERVISOR'S COMPETENCE IN ASSISTING THE TEACHER

| Supervisory Statements | Does Statement Apply | | | | | |
| | Teachers | | Principals | | x^2 | P |
	Yes	No	Yes	No		
The supervisor thinks things out well before he works with the teacher.	N=137 %= 64.6	75 35.4	48 69.6	21 30.4	⩤ 1	
The supervisor knows a great deal about teaching.	N=163 %= 76.9	49 23.1	58 84.1	11 15.9	1.196	.274
The supervisor stimulates the teacher to do his best.	N=158 %= 74.5	54 25.5	52 75.4	17 24.6	⩤ 1	
The teacher respects the supervisor's competence.	N=166 %= 78.3	46 21.7	57 82.6	12 17.4	⩤ 1	
The teacher understands what the supervisor means.	N=166 %= 78.3	46 21.7	57 82.6	12 17.4	⩤ 1	
The supervisor unstands the needs of the teacher's pupils.	N=146 %= 68.9	66 31.1	50 72.5	19 27.5	⩤ 1	
The supervisor maintains high professional standards in working with the teacher.	N=134 %= 63.2	78 36.8	49 71.0	20 29.0	1.074	.300
The supervisor makes suggestions that the teacher finds useful.	N=170 %= 80.2	42 19.8	58 84.1	11 15.9	⩤ 1	

TABLE 18: FREQUENCIES, PERCENTAGES AND CHI SQUARE OF TEACHERS'
AND PRINCIPALS' PERCEPTIONS OF THE APPLICABILITY
OF THE SUPERVISORY STATEMENTS RELATING TO THE SUPER-
VISOR'S WORKING RELATIONSHIP WITH THE TEACHER

Supervisory Statements		Does Statement Apply				X^2	P
		Teachers		Principals			
		Yes	No	Yes	No		
The supervisor en-courages the teacher to develop his own personal style of teaching.	N= %=	139 65.6	73 34.4	45 65.2	24 34.8	◁ 1	
The things the super-visor and the teacher do together help improve students' learning.	N= S=	168 79.2	44 20.8	55 79.7	14 20.3	◁ 1	
The supervisor and the teacher work on objectives that are important to the teacher.	N= S=	101 47.6	111 52.4	37 53.6	32 46.4	◁ 1	
The supervisor helps the teacher set goals for improving his teaching.	N= %=	129 60.8	83 39.2	42 60.9	27 39.1	◁ 1	
The supervisor and the teacher work together as partners in the improvement of teaching and learning.	N= %=	135 63.7	77 36.3	45 65.2	24 34.8	◁ 1	
Both the supervisor and the teacher gain from working together.	N= %=	162 76.4	50 23.6	54 78.3	15 21.7	◁ 1	
The supervisor helps the teacher develop long term plans for his teaching.	N= %=	112 52.8	100 47.2	41 59.4	28 40.6	◁ 1	
The supervisor and the teacher work comfortably together.	N= %=	98 46.2	114 53.8	35 50.7	34 49.3	◁ 1	

TABLE 19: FREQUENCIES, PERCENTAGES AND CHI SQUARE OF TEACHERS'
AND PRINCIPALS' PERCEPTIONS OF THE APPLICABILITY
OF THE SUPERVISORY STATEMENTS RELATING TO THE
SUPERVISOR'S ESTABLISHMENT AND MAINTENANCE OF
RAPPORT WITH THE TEACHER.

| Supervisory Statements | Does Statement Apply | | | | | |
| | Teachers | | Principals | | x^2 | P |
	Yes	No	Yes	No		
The supervisor respects teacher's competence as a professional.	N=159 %= 75.0	53 25.0	49 71.0	20 29.0	< 1	
The supervisor is honest with the teacher.	N=155 %= 73.1	57 26.9	53 76.8	16 23.2	< 1	
The supervisor is confident of his/ her professional ability.	N=171 %= 80.7	41 19.3	58 84.1	11 15.9	< 1	
The supervisor is willing to raise difficult issues if he/she feels resolving them is important.	N=127 %= 59.9	85 40.1	45 65.2	24 34.8	< 1	
The supervisor is someone with whom the teacher can be honest.	N= 64 %= 30.2	148 69.8	13 18.8	56 81.2	2.824	.093*

*=tendency toward significance.

Statistically, all but one statement lacked significant differences between teachers' and principals' perception of the applicability of the supervisory statements. A tendency for such a difference was found in one statement.

Teachers' and principals' perceptions of the applicability of the supervisory statements relating to the supervisor's encouragement of teacher self-evaluation are indicated in Table 20. A majority of the respondents indicated that two of the statements applied while a majority also indicated the other two statements did not apply.

A significant difference between teachers' and principals' perceptions was found for one supervisory statement under this factor. The other three statements lacked such a difference.

The perceptions of teachers and principals of the applicability of the supervisory statements relating to the supervisor's enthusiasm for teacher involvement in the supervision process are summarized in Table 21. A majority of teachers and principals indicated that five out of the seven supervisory statements under this factor did not apply to their schools. A majority of the respondents indicated that the other five statements did apply. Statistically significant differences between teachers' and principals' perceptions were found for two of the statements, while the other five statements did not show such differences.

TABLE 20:   FREQUENCIES, PERCENTAGES AND CHI SQUARE OF
            TEACHERS' AND PRINCIPALS' PERCEPTIONS OF THE
            APPLICABILITY OF THE SUPERVISORY STATEMENTS
            RELATING TO THE SUPERVISOR'S ENCOURAGEMENT
            OF TEACHER SELF-EVALUATION.

Supervisory Statements		Does Statement Apply				x^2	P
		Teachers		Principals			
		Yes	No	Yes	No		
The supervisor helps the teacher to assess his progress.	N= %=	87 41.0	125 59.0	18 26.1	51 73.9	4.354	.037*
The supervisor suggests useful things for discussion with the teacher.	N= %=	142 67.0	70 33.0	43 62.3	26 37.7	< 1	
The supervisor encourages the teacher to evaluate his teaching.	N= %=	60 28.3	152 71.7	17 24.6	52 75.4	< 1	
The supervisor shows the teacher new ways to look at his teaching.	N= %=	114 53.8	98 46.2	39 56.5	30 43.5	< 1	

*=significant

TABLE 21: FREQUENCIES, PERCENTAGES AND CHI SQUARE OF TEACHERS'
AND PRINCIPALS' PERCEPTIONS OF THE APPLICABILITY
OF THE SUPERVISORY STATEMENTS RELATING TO THE
SUPERVISOR'S ENTHUSIASM FOR TEACHER INVOLVEMENT
IN THE SUPERVISION PROCESS.

Supervisory Statements		Does Statement Apply					
		Teachers		Principals		x^2	P
		Yes	No	Yes	No		
The supervisor and the teacher decide together how the supervisor can be most helpful.	N= %=	67 31.6	145 68.4	26 37.7	43 62.3	< 1	
The teacher enjoys working with the supervisor.	N= %=	104 49.1	108 50.9	28 40.6	41 59.4	1.181	.277
The supervisor and the teacher have enough time to-gether to accomplish useful things.	N= %=	59 27.8	153 72.2	29 42.0	40 58.0	4.241	.039*
There is continuity in the supervisor's work with the teacher.	N= %=	83 39.2	129 60.8	33 47.8	36 52.2	1.278	.258
The supervisor is enthuasiastic about working with the teacher.	N=116 %+	54.7	96 45.3	48 69.6	21 30.4	4.132	.042*
The supervisor lets the teacher know his/her feelings about the teacher's teaching.	N=142 %=	67.0	70 33.0	54 78.3	15 21.7	2.627	.105
The supervisor is generally available when the teacher wants to work with him/her.	N= %=	57 26.9	155 73.1	26 37.7	43 62.3	2.419	.120

*=significant.

Research Question 4.2: Do the supervisory process perceived by inexperienced teachers as being used in the State differ from those of the experienced teachers?

Table 22 presents frequencies, percentages and chi square of inexperienced and experienced teachers' perceptions of whether the supervisory statements about procedures for classroom supervision apply to the schools. For six out of the nine supervisory statements in this category, the percentage of inexperienced teachers who said that the statements applied were greater than that of experienced teachers who said that the statements applied. For the other three statements, this trend was reversed. The percentage of the experienced teachers who said that the statements applied was greater than that of the the inexperienced teachers who said that the statements applied.

Despite the above proportionate trend, statistically significant differences between the perceptions of inexperienced and experienced teachers were found for only two supervisory statements.

The perceptions of inexperienced and experienced teachers with regard to whether or not the supervisory statements about the supervisor's competence in assisting the teacher apply to the schools are summarized in Table 23. A greater percentage of the inexperienced teachers said that all the eight statements under this category applied while a greater percentage of experienced teachers said that they did not apply.

TABLE 22: FREQUENCIES, PERCENTAGES AND CHI SQUARE OF IN-
EXPERIENCED AND EXPERIENCED TEACHERS' PERCEPTIONS
OF THE APPLICABILITY OF THE SUPERVISORY STATEMENTS
RELATING TO THE PROCEDURES FOR CLASSROOM SUPERVISION

| | Does Statement Apply | | | | | |
| Supervisory Statements | Inexper- ienced | | Exper- ienced | | x^2 | P |
	Yes	No	Yes	No		
Pattern of Supervision						
Supervision is con- tinual rather than occasional.	N= 30 %= 50.8	29 49.2	74 48.4	79 51.6	< 1	
Experienced teachers are also supervised	N= 36 %= 61.0	23 39.0	99 64.7	54 35.3	< 1	
Classroom observa- tions by supervisors are scheduled and announced.	N= 25 %= 42.4	34 57.6	31 20.3	122 79.7	9.603	.002*
Pre-Observation Conference Behaviors						
A pre-observation conference is held between the teacher and supervisor.	N= 18 %= 30.5	41 69.5	23 15.0	130 85.0	5.583	.018*
During the pre- observation con- ference the super- visor discusses with the teacher what he will be looking for during the classroom ob- servation.	N= 15 %= 25.4	44 74.6	33 21.6	120 78.4	< 1	
Classroom Observation Behaviors						
During classroom observation the supervisor enters the room before the period begins, and does not leave until the class period has ended.	N= 26 %= 44.1	33 55.9	48 31.4	105 68.6	2.487	.115

TABLE 22: (Cont)

Supervisory Statements		Does Statement Apply					
		Inexperienced		Experienced		x^2	P
		Yes	No	Yes	No		
The supervisor takes written notes during the class-room observation.	N= %=	40 67.8	19 32.2	97 63.4	56 36.6	< 1	
Post-Observation Conference Behaviors							
A post-observation conference is held between the supervisor and the teacher to discuss and analyze the data collected during the observation.	N= %=	36 61.0	23 39.0	98 64.1	55 35.9	<1	
During post-observation confer-ence, the supervisor emphasizes both the teacher's weaknesses and strengths.	N= %=	20 33.9	39 66.1	53 34.6	100 65.4	< 1	

*=significant

TABLE 23:   FREQUENCIES, PERCENTAGES AND CHI SQUARE OF IN-
             EXPERIENCED AND EXPERIENCED TEACHERS' PERCEPTIONS
             OF THE APPLICABILITY OF THE SUPERVISORY STATEMENTS
             RELATING TO SUPERVISOR'S COMPETENCE IN ASSISTING
             THE TEACHER.

Supervisory Statements		Does Statement Apply					
		Inexperienced		Experienced		x^2	P
		Yes	No	Yes	No		
The supervisor thinks things out well before he works with the teacher.	N= %=	40 67.8	19 32.2	97 63.4	56 36.6	< 1	
The supervisor knows a great deal about teaching.	N= %=	48 81.4	11 18.6	115 75.2	38 24.8	< 1	
The supervisor stimulates the teacher to do his best.	N= %=	45 76.3	14 23.7	113 73.9	40 26.1	< 1	
The teacher respects the supervisor's competence.	N= %=	48 81.4	11 18.6	118 77.1	35 22.9	< 1	
The teacher understands what the supervisor means.	N= %=	47 79.7	12 20.3	119 77.8	34 22.2	< 1	
The supervisor understands the needs of the teacher's pupils.	N= %=	46 78.0	13 22.0	100 65.4	53 34.6	2.596	.107
The supervisor maintains high professional standards in working with the teacher.	N= %=	41 69.5	18 30.5	93 60.8	60 39.2	1.039	.308
The supervisor makes suggestions that the teacher finds useful.	N= %=	48 81.4	11 18.6	122 79.7	31 20.3	< 1	

No significant differences between the perceptions of inexperienced and experienced teachers were found for all eight supervisory statements.

Table 24 presents frequencies, percentages and chi square of inexperienced and experienced teachers' perceptions of whether or not the supervisory statements relating to the supervisor's working relationship with the teacher apply to the schools. Proportionate differences between the perceptions of inexperienced and experienced teachers were found in all the eight supervisory statements under this category. A greater percentage of inexperienced teachers said that the statements applied to their schools, while a greater percentage of the experienced teachers said that they did not apply.

Significant differences was found only for the statement about the supervisor and the teaching gaining from working together.

Table 25 summarizes the perceptions of inexperienced and experienced teachers as to whether or not the supervisory statements about the supervisor's establishment and maintenance of rapport with the teacher applied to the schools. A greater percentage of the inexperienced teachers and a smaller percentage of experienced teachers said two of the five statements applied. For the other three supervisory statements, however, a smaller percentage of inexperienced teachers and a greater percentage of the experienced teachers said the

TABLE 24: FREQUENCIES, PERCENTAGES, AND CHI SQUARE OF
INEXPERIENCED AND EXPERIENCED TEACHERS' PERCEP-
TIONS OF THE APPLICABILITY OF SUPERVISORY STATE-
MENTS RELATING TO THE SUPERVISOR'S WORKING RE-
LATIONSHIP WITH THE TEACHER

Supervisory Statements		Does Statement Apply					
		Inexperienced		Experienced		x^2	P
		Yes	No	Yes	No		
The supervisor en-courages the teacher to develop his own personal style of teaching.	N=	40	19	99	54	< 1	
	%=	67.8	32.2	74.7	35.3		
What the supervisor and teacher do to-gether help im-prove students' learning.	N=	48	11	120	33	< 1	
	%=	81.4	18.6	78.4	21.6		
The supervisor and the teacher work on objectives that are important to the teacher.	N=	30	29	71	82	< 1	
	%=	50.8	49.2	46.4	53.6		
The supervisor helps the teacher set goals for improving his teaching.	N=	40	19	89	64	1.277	.259
	%=	67.8	32.2	58.2	41.8		
The supervisor and the teacher work together as partners in the improvement of teaching and learning.	N=	40	19	95	58	< 1	
	%=	67.8	32.2	62.1	37.9		
Both the supervisor and the teacher gain from working together	N=	51	8	111	42	3.821	.050*
	%=	86.4	13.6	72.5	27.5		
The supervisor helps the teacher develop long term plans for his teaching.	N=	37	22	75	78	2.678	.102
	%=	62.7	37.3	49.0	57.0		

TABLE 24:(Cont)

Supervisory Statements		Does Statement Apply					
		Inexper-ienced		Exper-ienced		x^2	P
		Yes	No	Yes	No		
The supervisor and the teacher work comfortably to-gether.	N=	31	28	67	86	< 1	
	%=	52.5	47.5	43.8	56.2		

*=significant.

TABLE 25:   FREQUENCIES, PERCENTAGES AND CHI SQUARE OF
            INEXPERIENCED AND EXPERIENCED TEACHERS' PERCEP-
            TIONS OF THE APPLICABILITY OF SUPERVISORY STATE-
            MENTS ABOUT SUPERVISOR'S ESTABLISHMENT AND MAIN-
            TENANCE OF RAPPORT WITH THE TEACHER

Supervisory Statements		Does Statement Apply					
		Inexper-ienced		Exper-ienced		x^2	P
		Yes	No	Yes	No		
The supervisor re-spects the teacher's competence as a professional.	N= %=	50 84.7	9 15.3	109 71.2	44 28.8	3.452	.063*
The supervisor is honest with the teacher.	N= %=	44 74.6	15 25.4	111 72.5	42 27.5	< 1	
The supervisor is confident of his/ her professional ability.	N= %=	47 79.7	12 20.3	124 81.0	29 19.0	< 1	
The supervisor is willing to raise difficult issues if resolving them is important.	N= %=	34 57.6	25 42.4	93 60.8	60 39.2	< 1	
The supervisor is someone with whom the teacher can be honest.	N= %=	16 27.1	43 72.9	48 31.4	105 68.6	< 1	

*=tendency toward significance

statements applied. The statement dealing with the supervisor's respect for the teacher's competence as a professional had a tendency to show a significant difference between the perceptions of inexperienced and experienced teachers.

Table 26 presents a summary of inexperienced and experienced teachers' perceptions of whether or not the supervisory statements about the supervisor's encouragement of teacher self-evaluation applied to the schools. For three of the statements in this category, a greater percentage of the experienced teachers said the statements applied, while a greater percentage of the inexperienced teachers said they did not apply. For the other statement, the results were reversed.

Statistically, no significant differences were found between the perceptions of inexperienced and experienced teachers regarding these statements.

Table 27 presents frequencies, percentages and chi square of inexperienced and experienced teachers' perceptions of the applicability of the supervisory statements about the supervisor's enthusiasm for teacher involvement in the supervision process.

Proportionately, the trend was for a greater percentage of inexperienced teachers to say that the statements applied to their schools, while a greater percentage of the experienced teachers said that they did not apply. In statistical terms, however, a significant difference between

TABLE 26: FREQUENCIES, PERCENTAGES AND CHI SQUARE OF IN-
EXPERIENCED AND EXPERIENCED TEACHERS' PERCEPTIONS
OF THE APPLICABILITY OF THE SUPERVISORY STATEMENTS
RELATING TO THE SUPERVISOR's ENCOURAGEMENT OF
TEACHER SELF-EVALUATION.

Supervisory Statements		Does Statement Apply				x^2	P
		Inexper-ienced		Exper-ienced			
		Yes	No	Yes	No		
The supervisor helps the teacher to assess his progress.	N=	24	35	63	90	< 1	
	%=	40.7	59.3	41.2	58.8		
The supervisor suggests useful things for discus-sion with the teacher.	N=	45	14	97	56	2.635	.105
	%=	76.3	23.7	63.4	36.6		
The supervisor en-courages the teacher to evaluate his teaching.	N=	15	44	45	108	< 1	
	%=	25.4	74.6	29.4	70.6		
The supervisor shows the teacher new ways to look at his teaching.	N=	30	29	84	69	< 1	
	%=	50.8	49.2	54.9	45.1		

TABLE 27: FREQUENCIES, PERCENTAGES AND CHI SQUARE OF IN-
EXPERIENCED AND EXPERIENCED TEACHERS' PERCEPTIONS
OF THE APPLICABILITY OF THE SUPERVISORY STATEMENTS
RELATING TO THE SUPERVISOR'S ENTHUSIASM FOR TEACHER
INVOLVEMENT IN THE SUPERVISION PROCESS

Supervisory Statements		Does Statement Apply					
		Inexperienced		Experienced		x^2	P
		Yes	No	Yes	No		
The supervisor and the teacher decide together how the supervisor can be most helpful.	N= %=	23 39.0	36 61.0	44 28.8	109 71.2	1.614	.204
The teacher enjoys working with the supervisor.	N= %=	34 57.6	25 42.4	70 45.8	83 54.2	1.951	.163
The supervisor and the teacher have enough time together to accomplish useful things.	N= %=	20 33.9	39 66.1	39 25.5	114 74.5	1.109	.292
There is continuity in the supervisor's work with the teacher.	N= %=	30 50.8	29 49.2	53 34.6	100 65.4	4.039	.045*
The supervisor is enthusiastic about working with the teacher.	N= %=	39 66.1	20 33.9	77 50.3	76 49.7	3.663	.056+
The supervisor lets the teacher know his/her feelings about the teacher's teaching.	N= %=	42 71.2	17 28.8	100 65.4	53 34.6	< 1	
The supervisor is generally available when the teacher wants to work with him/her.	N= %=	19	40	38	115	< 1	

+tendency to significance
*significant

the perceptions of inexperienced and experienced teachers
was found for the statements: "There is continuity in the
supervisor's work with the teacher." The statement about
the supervisor's enthusiasm also had a strong tendency for
such a difference. Other supervisory statements under this
category showed no significant differences.

Degree of Importance of Supervisory Process

Research Question 5.0: Which supervisory processes
are considered important in improving instruction
in Anambra State Schools?

In order to find which supervisory processes the
teachers and principals considered important in improving
instruction, they were asked to indicate their opinions
of several supervisory statements by circling one response
in the following rating scale:

1= not important

2= somewhat important

3= important

4= very important

Table 28 presents percentages of teachers' and prin-
cipals' responses regarding the importance of supervisory
statements about procedures for classroom supervision. A
majority of the teachers and a majority of the principals
considered five of the statements very important, and one
important. They considered three to be unimportant.

TABLE 28: PERCENTAGES OF TEACHERS' AND PRINCIPALS' RESPONSES ABOUT THE IMPORTANCE OF THE SUPERVISORY STATEMENTS RELATING TO PROCEDURES FOR CLASSROOM SUPERVISION

	Degree of Importance							
	Teachers				Principals			
Supervisory Statements	N.I.*	S.I.*	I.*	V.I.*	N.I.*	S.I.*	I.*	V.I.*
Pattern of Classroom Supervision								
Supervision is continual rather than occasional.	2.8	1.9	24.1	71.2	0.0	1.4	14.5	84.1
Experienced teachers are also supervised.	5.7	15.6	53.8	25.0	5.8	18.8	59.4	15.9
Classroom observations by supervisors are scheduled and announced.	40.1	16.5	25.0	18.4	37.7	20.3	26.1	15.9
Pre-Observation Conference Behaviors								
A pre-observation conference is held between the teacher and supervisor.	38.7	14.2	26.8	20.3	33.3	14.5	31.9	20.3
During the pre-observation conference the supervisor discusses with the teacher what he will be looking for during the classroom observation.	39.6	12.7	22.6	25.0	39.1	18.8	27.5	14.5
Classroom Observation Behaviors								
During classroom observation the supervisor enters the room before the period begins, and does not leave until the class period has ended.	21.7	12.7	27.8	37.7	26.1	20.3	24.6	29.0
The supervisor takes written notes during the classroom observation.	8.0	5.7	42.0	44.3	7.2	8.7	30.4	53.6

TABLE 28: (Cont)

| | | Degree of Importance | | | | | | | |
| Supervisory Statements | Teachers | | | | Principals | | | |
	N.I.*	S.I.*	I.*	V.I.*	N.I.*	S.I.*	I.*	V.I.*
Post Observation Conference Behaviors								
A post-observation conference is held between the supervisor and teacher to discuss and analyze the data collected during the observation.	5.2	1.9	28.3	64.6	1.4	2.9	31.9	63.8
During post-observation conference, the supervisor emphasizes both the teacher's weaknesses and strengths.	4.2	2.4	28.3	65.1	0.0	2.9	36.2	60.9

*N.I.=Not Important

S.I.=Somewhat Important

I. =Important

V.I.=Very Important

Table 29 summarizes the teachers' and principals' responses regarding the importance of the statements about the supervisor's competence in assisting the teacher.

All the principals felt six of the statements had some importance, but a majority of the teachers considered one statement very important while a majority of the principals considered it only important. A majority of the teachers and a majority of the principals considered five of the supervisory statements very important and two as important.

Table 30 presents the percentages of teachers' and principals' responses regarding the importance of the supervisory statements about the supervisor's working relationship with the teacher. A majority of the teachers considered two of the statements very important while a majority of the principals considered them only important. A majority of the teachers and a majority of the principals, however, agreed that three statements were very important and another three were only important.

A summary of the responses of teachers and principals regarding the importance, for the improvement of teaching, of the supervisory statements about the supervisor's establishment and maintenance of rapport with the teacher, is presented in Table 31. A majority of the teachers and a majority of the principals considered three of the statements

TABLE 29: PERCENTAGES OF TEACHERS' AND PRINCIPALS' RESPONSES REGARDING THE IMPORTANCE OF SUPERVISORY STATEMENTS ABOUT THE SUPERVISOR'S COMPETENCE IN ASSISTING THE TEACHER

	Degree of Importance							
	Teachers				Principals			
Supervisory Statements	N.I.*	S.I.*	I.*	V.I.*	N.I.*	S.I.*	I.*	V.I.*
The supervisor thinks things out well before he works with the teacher	5.2	6.6	42.9	45.3	0.0	5.8	49.3	44.9
The supervisor knows a great deal about teaching.	2.4	4.2	25.5	67.9	0.0	1.4	20.3	78.3
The supervisor stimulates the teacher to do his best	2.8	6.6	38.2	52.4	1.4	2.9	43.5	52.2
The teacher respects the supervisor's competence	7.5	18.4	45.3	28.8	2.9	10.1	56.5	30.4
The teacher understands what the supervisor means	3.3	11.3	47.6	37.7	0.0	10.1	46.4	43.5
The supervisor understands the needs of teachers's pupils	4.2	9.9	41.0	44.8	0.0	7.2	43.5	49.3
The supervisor maintains high professional standards in working with the teacher.	7.1	12.7	37.7	42.5	0.0	2.9	36.2	60.9
The supervisor nakes suggestions that the teacher finds useful.	.9	7.5	43.9	47.6	0.0	5.8	37.7	56.5

*N.I.=Not important; S.I.=Somewhat important; I.=Important; V.I.=Very important

TABLE 30: PERCENTAGES OF TEACHERS' AND PRINCIPALS' RESPONSES REGARDING THE IMPORTANCE OF SUPERVISORY STATEMENTS ABOUT THE SUPERVISOR'S WORKING RELATIONSHIP WITH THE TEACHER

Supervisory Statements	Degree of Importance							
	Teachers				Principals			
	N.I.*	S.I.*	I.*	V.I.*	N.I.*	S.I.*	I.*	V.I.*
The supervisor encourages the teacher to develop his own personal style of teaching.	7.1	8.0	36.3	48.6	5.8	7.2	44.9	42.0
The things the supervisor and the teacher do together help improve students' learning.	3.3	5.2	32.1	59.4	1.4	5.8	31.9	60.9
The supervisor and the teacher work on objectives that are important to the teacher.	11.3	11.8	43.9	33.0	7.2	8.7	59.4	24.6
The supervisor helps the teacher set goals for improving his teaching.	5.2	9.0	38.2	47.6	4.3	8.7	39.1	47.8
The supervisor and the teacher work together as partners in the improvement of teaching and learning.	4.2	3.8	32.1	59.9	4.3	8.7	24.6	62.3
Both the supervisor and the teacher gain from working together.	5.2	4.2	44.8	45.8	2.9	5.8	49.3	42.0
The supervisor helps the teacher develop long term plans for his teaching.	9.0	12.3	45.8	33.0	2.9	11.6	53.6	31.9
The supervisor and the teacher work comfortably together.	4.7	12.7	47.6	34.9	4.3	11.6	55.1	29.0

*N.I.=Not important; S.I.=Somewhat important; I.=Important; V.I.=Very important

TABLE 31: PERCENTAGES OF TEACHERS' AND PRINCIPALS' RESPONSES REGARDING THE IMPORTANCE OF SUPERVISORY STATEMENTS ABOUT THE SUPERVISOR'S ESTABLISHMENT AND MAINTEN- ANCE OF RAPPORT WITH THE TEACHER

	Degree of Importance							
	Teachers				Principals			
Supervisory Statements	N.I.*	S.I.*	I.*	V.I.*	N.I.*	S.I.*	I.*	V.I.*
The supervisor respects the teacher's competence as a professional	2.8	9.9	43.4	43.9	4.3	4.3	56.5	34.8
The supervisor is honest with the teacher	3.3	6.6	40.1	50.0	4.3	7.2	34.8	53.6
The supervisor is con- fident of his/her pro- fessional ability	4.2	8.5	39.6	47.6	2.9	5.8	29.0	62.3
The supervisor is will- ing to raise difficult issues if he/she feels resolving them is im- portant	10.4	16.0	41.0	32.5	8.7	20.3	40.6	30.4
The supervisor is some- one with whom the teacher can be honest	5.2	9.9	37.3	47.6	4.3	11.6	36.2	47.8

*N.I.=Not important
S.I.=Somewhat important
I. =Important
V.I.=Very important

very important and one as important. A majority of the
teachers, however, considered one other statement very
important, while a majority of the principals considered
it only important.

Table 32 presents percentages of teachers' and prin-
cipals' responses regarding the importance of the statements
about the supervisor's encouragement of teacher self-
evaluation. A majority of the teachers and a majority
of the principals considered all the statements important.

Table 33 summarizes the teachers' and principals'
responses regarding the importance of the statements about
the supervisor's enthusiasm for teacher involvement in
supervision. A majority of the teachers and a majority
of the principals considered six of the supervisory state-
ments important in the improvement of teaching. A majority
of the teachers considered one statement very important.

> Research Question 5.1: Do the supervisory processes
> perceived to be important by the teachers differ from
> those of the principals?

The perceptions of teachers and principals about the
degree of importance of the supervisory statements dealing
with procedures for classroom supervision are surmarized
in Table 34. As shown, significant difference was found
between the perceptions of the teachers and the principals
for only one statement: "Supervision is continual rather
than occasional." Principals tended to perceive the statement

TABLE 32: PERCENTAGES OF TEACHERS' AND PRINCIPALS' RESPONSE REGARDING THE IMPORTANCE OF SUPERVISORY STATEMENTS ABOUT THE SUPERVISOR'S ENCOURAGEMENT OF TEACHER SELF-EVALUATION

| | Degree of Importance | | | | | | | |
| Supervisory Statements | Teachers | | | | Principals | | | |
	N.I.*	S.I.*	I.*	V.I.*	N.I.*	S.I.*	I.*	V.I.*
The supervisor helps the teacher to assess his progress.	7.1	9.9	44.8	38.2	2.9	10.1	59.4	27.5
The supervisor suggests useful things for discussion with the teacher	4.2	9.4	50.0	36.3	5.8	10.1	46.4	37.7
The supervisor encourages the teacher to evaluate his teaching	2.4	8.0	45.3	44.3	0.0	10.1	46.4	43.5
The supervisor shows the teacher new ways to look at his teaching	5.7	14.6	41.0	38.7	5.8	7.2	49.3	37.7

*N.I.=Not important
S.I.=Somewhat important
I. =Important
V.I.=Very Important

TABLE 33: PERCENTAGES OF TEACHERS' AND PRINCIPALS' RESPONSES REGARDING THE IMPORTANCE OF SUPERVISORY STATEMENTS ABOUT THE SUPERVISOR'S ENTHUSIASM FOR TEACHER INVOLVEMENT IN SUPERVISION

Supervisory Statements	Degree of Importance							
	Teachers				Principals			
	N.I.*	S.I.*	I.*	V.I.*	N.I.*	S.I.*	I.*	V.I.*
The supervisor and the teacher decide together how the supervisor can be most helpful.	25.5	15.6	35.8	23.1	29.0	17.4	30.4	23.2
The teacher enjoys working with the supervisor.	18.9	20.8	37.7	22.6	13.0	15.9	44.9	26.1
The supervisor and the teacher have enough time together to accomplish useful things.	12.3	17.9	39.6	30.2	11.6	13.0	43.5	31.9
There is continuity in the supervisor's work with the teacher.	8.5	15.6	37.7	38.2	2.9	10.1	52.2	34.8
The supervisor is enthusiastic about working with the teacher.	7.1	16.0	45.3	31.6	4.3	17.4	43.5	34.8
The supervisor lets the teacher know his/her feelings about the teacher's teaching.	7.1	10.4	47.6	34.9	4.3	17.4	49.3	29.0
The supervisor is generally available when the teacher wants to work with him/her	11.8	17.0	39.6	31.6	23.2	15.9	36.2	24.6

*N.I.=Not important; S.I.=Somewhat important; I.=Important; V.I.=Very important

144

TABLE 34: MEANS AND T-VALUES OF TEACHERS' AND PRINCIPALS'
PERCEPTIONS OF THE IMPORTANCE OF THE SUPERVISORY
STATEMENTS RELATING TO THE PROCEDURES FOR CLASS-
ROOM SUPERVISION

Supervisory Statements	Teachers (Mean)	Principals (Mean)	T	P
Pattern of Classroom Supervision				
Supervision is continual rather than occasional	3.64	3.83	2.23	.027*
Experienced teachers are also supervised	2.98	2.86	1.16	.248
Classroom observations by supervisors are scheduled and announced	2.22	2.20	◄ 1	
Pre-Observation Conference Behaviors				
A pre-observation conference is held between the teacher and supervisor	2.29	2.39	◄ 1	
During the pre-observation conference the supervisor discusses with the teacher what he will be looking for during the classroom observation.	2.33	2.17	◄ 1	
Classroom Observation Behaviors				
During classroom observation the supervisor enters the room before the period begins, and does not leave until the class period has ended.	2.82	2.57	1.56	.121
The supervisor takes written notes during the classroom observation.	3.23	3.30	◄ 1	
Post-Observation Converence Behaviors				
A post-observation conference is held between the supervisor and teacher to discuss and anlyze the data collected during the observation.	3.52	3.58	◄ 1	
During post-observation conference, the supervisor emphasizes both the teacher's weaknesses and strengths	3.54	3.58	< 1	

*Significant

as very important in the improvement of instruction, while teachers tended to perceive it as important.

Even though only one statement showed a statistical difference, six other statements showed proportional differences. The responses of teachers and principals were very close for two other statements.

Table 35 presents the means and t-values of the perceptions of teachers and principals about the degree of importance, in the improvement of instruction, of the supervisory statements about the supervisor's competence in assisting the teacher.

Statistically, two of the supervisory statements showed significant differences between the teachers' and principals' perceptions. Although the other six statements did not show statistical differences between the perceptions of teachers and principals, they all showed proportional differences.

Table 36 presents the means and t-values of teachers' and principals' perceptions about the importance of the supervisory statements about the supervisor's work relationship with the teacher. Only one supervisory statement showed a reasonable difference between the mean responses of the teachers and the principals. The mean responses of teachers and principals were very close for the other seven supervisory statements. No significant differences were found between the teachers' and principals' perceptions.

TABLE 35:   MEANS AND T-VALUES OF TEACHERS' AND PRINCIPALS'
PERCEPTIONS OF THE IMPORTANCE, IN THE IMPROVEMENT
OF INSTRUCTION, OF THE SUPERVISORY STATEMENTS
ABOUT THE SUPERVISOR'S COMPETENCE IN ASSISTING
THE TEACHER

Supervisory Statements	Teachers (Mean)	Principals (Mean)	T	P
The supervisor thinks things out well before he works with the teacher	3.28	3.39	1.03	.305
The supervisor knows a great deal about teaching	3.59	3.77	2.02	.045*
The supervisor stimulates the teacher to do his best	3.40	3.46	< 1	
The teacher respects the supervisor's competence	2.95	3.14	1.64	.101
The teacher understands what the supervisor means	3.20	3.33	1.32	.189
The supervisor understands the needs of the teacher's pupils	3.26	3.42	1.47	.143
The supervisor maintains high professional standards in working with the teacher	3.16	3.58	3.68	.000*
The supervisor makes suggestions that the teacher finds useful	3.38	3.51	1.38	.168

*Significant

TABLE 36: MEANS AND T-VALUES OF TEACHERS' AND PRINCIPALS'
           PERCEPTIONS OF THE DEGREE OF IMPORTANCE IN THE
           IMPROVEMENT OF INSTRUCTION OF THE SUPERVISORY
           STATEMENTS RELATING TO THE SUPERVISOR'S WORKING
           RELATIONSHIP WITH THE TEACHER

Supervisory Statements	Teachers (Mean)	Principals (Mean)	T	P
The supervisor encourages the teacher to develop his own personal style of teaching	3.26	3.23	< 1	
The things the supervisor and the teacher do together help improve students' learning	3.48	3.52	< 1	
The supervisor and the teacher work on objectives that are important to the teacher	2.99	3.01	< 1	
The supervisor helps the teacher set goals for improving his teaching	3.28	3.30	< 1	
The supervisor and the teacher work together as partners in the improvement of teaching and learning	3.48	3.45	< 1	
Both the supervisor and the teacher gain from working together	3.31	3.30	< 1	
The supervisor helps the teacher develop long term plans for his teaching	3.03	3.14	< 1	
The supervisor and the teacher work comfortably together	3.13	3.09	< 1	

Table 37 presents the means and t-values of teachers'
and principals' perceptions about the degree of importance,
in the improvement of instruction, of the supervisory state-
ments dealing with the supervisor's establishment and main-
tenance of rapport with the teacher. The mean responses
of teachers and principals were very close for three of the
statements and a slight proportional difference was found
for one statement. A tendency for significant difference
between the perceptions of the teachers and the principals
was found for one supervisory statement.

The perceptions of teachers and principals about
the importance of the supervisory statements dealing with
the supervisor's encouragement of teacher self-evaluation
are summarized in Table 38. The mean responses of the
teachers and principals were very close for all four state-
ments in this category. Teachers and principals seemed to
attach equal importance to teacher self-evaluation.

Table 39 presents the means and t-values of the
perceptions of teachers and principals about the degree of
importance of the supervisory statements about supervisor
enthusiasm for teacher involvement in the supervision pro-
cess. In six of the supervisory statements, proportional
differences were found between the perceptions of teachers
and principals. Statistically, however, significant dif-
ference was found for only one statement: "The supervisor

149

TABLE 37:   MEANS AND T-VALUES OF TEACHERS' AND PRINCIPALS'
            PERCEPTIONS OF THE DEGREE OF IMPORTANCE, IN THE
            IMPROVEMENT OF INSTRUCTION, OF THE SUPERVISORY
            STATEMENTS ABOUT THE SUPERVISOR'S ESTABLISHMENT
            AND MAINTENANCE OF RAPPORT WITH THE TEACHER

Supervisory Statements	Teachers (Mean)	Principals (Mean)	T	P
The supervisor respects the teacher's competence as a professional	3.28	3.22	< 1	
The supervisor is honest with the teacher	3.37	3.38	< 1	
The supervisor is confident of his/her professional ability	3.31	3.51	1.84	.067+
The supervisor is willing to raise difficult issues if he/she feels resolving them is important	2.96	2.93	< 1	
The supervisor is someone with whom the teacher can be honest	3.27	3.28	< 1	

+tendency toward significance

TABLE 38:   MEANS AND T-VALUES OF TEACHERS' AND PRINCIPALS'
            PERCEPTIONS OF THE IMPORTANCE OF THE SUPERVISORY
            STATEMENTS RELATING TO SUPERVISOR'S ENCOURAGEMENT
            OF TEACHER SELF-EVALUATION

Supervisory Statements	Teachers (Mean)	Principals (Mean)	T	P
The supervisor helps the teacher to assess his progress	3.14	3.12	< 1	
The supervisor suggests useful things for discussion with the teacher	3.18	3.16	< 1	
The supervisor encourages the teacher to evaluate his teaching	3.32	3.33	< 1	
The supervisor shows the teacher new ways to look at his teaching	3.13	3.19	< 1	

TABLE 39: MEANS AND T-VALUES OF TEACHERS' AND PRINCIPALS' PERCEPTIONS OF THE IMPORTANCE OF THE SUPERVISORY STATEMENTS RELATING TO SUPERVISOR ENTHUSIASM FOR TEACHER INVOLVEMENT IN SUPERVISION

Supervisory Statements	Teachers (Mean)	Principals (Mean)	T	P
The supervisor and the teacher decide together how the supervisor can be most helpful	2.57	2.48	< 1	
The teacher enjoys working with the supervisor	2.64	2.84	1.41	.159
The supervisor and the teacher have enough time together to accomplish useful things	2.88	2.96	< 1	
There is continuity in the supervisor's work with the teacher	3.06	3.19	1.07	.287
The supervisor is enthusiastic about working with the teacher	3.01	3.09	< 1	
The supervisor lets the teacher know his/her feelings about the teacher's teaching	3.10	3.03	< 1	
The supervisor is generally available when the teacher wants to work with him/her	2.91	2.62	2.06	.041*

*Significant

is generally available when the teacher wants to work with him/her." Teachers attached more importance to the supervisor being available than the principals.

> Research Question 5.2: Do the supervisory processes perceived to be important by inexperienced teachers differ from those of experienced teachers?

Table 40 presents the means and t-values of inexperienced and experienced teachers' perceptions of the importance of the supervisory statements about procedures for classroom supervision. The mean responses of inexperienced and experienced teachers showed some proportional differences for two of the supervisory statements but were close for three statements. Statistically significant differences and tendencies for significant differences were found between the perceptions of inexperienced and experienced teachers in the four other supervisory statements.

Table 41 summarizes the perceptions of inexperienced and experienced teachers of the degree of importance of the supervisory statements about the supervisor's competence in assisting the teacher. Differences ranging from slight to moderate were found in the mean responses of inexperienced and experienced teachers for four of the supervisory statements. The mean responses to two other statements were very close. A tendency for significant difference and a significant differences were found between the perceptions of inexperienced and experienced teachers for two supervisory statements.

TABLE 40: MEANS AND T-VALUES OF INEXPERIENCED AND EXPER-
IENCED TEACHERS' PERCEPTIONS OF THE DEGREE OF
IMPORTANCE OF THE SUPERVISORY STATEMENTS RE-
LATING TO THE PROCEDURES FOR CLASSROOM SUPER-
VISION.

Supervisory Statements	Inexper-ienced (Mean)	Exper-ienced (Mean)	T	P
Pattern of Classroom Supervision				
Supervision is continual rather than occasional.	3.51	3.69	1.76	.0d1+
Experienced teachers are also supervised.	3.00	2.97	◄ 1	
Classroom observations by supervisors are scheduled and announced.	2.24	2.21	◄ 1	
Pre-Observation Conference Behaviors				
A pre-observation con-ference is held between the teacher and supervisor.	2.63	2.16	2.64	.009*
During the pre-observation conference the supervisor discusses with the teacher what he will be looking for during the classroom observation.	2.42	2.29	◄ 1	
Classroom Observation Behaviors				
During classroom observa-tion the supervisor enters the room before the period begins, and does not leave until the class period has ended.	2.97	2.76	1.17	.243
The supervisor takes written notes during the classroom observation.	3.19	3.24	◄ 1	
Post-Observation Conference Behaviors				
A post-observation con-ference is held between the supervisor and teacher to discuss and analyze the data collected during observation	3.37	3.58	1.77	.079+
During post-observation conference, the supervisor emphasizes both the teacher's weaknesses and strengths	3.32	3.63	2.72	.007*

+tendency toward significance
*significant

TABLE 41:   MEANS AND T-VALUES OF INEXPERIENCED AND EXPERIENCED
TEACHERS' PERCEPTIONS OF THE DEGREE OF IMPORTANCE
OF THE SUPERVISORY STATEMENTS RELATING TO SUPER-
VISORY COMPETENCE IN ASSISTING THE TEACHER

Supervisory Statements	Inexper-ienced (Mean)	Exper-ienced (Mean)	T	P
The supervisor thinks things out well before he works with the teacher	3.11	3.35	1.85	.065 +
The supervisor knows a great deal about teaching	3.64	3.57	< 1	
The supervisor stimulates the teacher to do his best	3.31	3.44	1.18	.241
The teacher respects the supervisor's com-petence	2.90	2.97	< 1	
The teacher understands what the supervisor means	3.08	3.24	1.34	.181
The supervisor under-stands the needs of the teacher's pupils	3.25	3.27	< 1	
The supervisor maintains high professional stand-ards in working with the teacher.	3.15	3.16	< 1	
The supervisor makes sug-gestions that the teacher finds useful	3.24	3.44	1.97	.050*

+ tendency to be significant
* significant

Table 42 presents a summary of inexperienced and experienced teacher's perceptions of the degree of importance of the supervisory statements dealing with the supervisor's working relationship with the teacher. Some differences were found in the mean responses of inexperienced and experienced teachers in three cases, while in another four cases, the mean responses were close. A significant difference was found for one statement which experienced teachers perceived to be more important than inexperienced teachers.

Table 43 presents the means and t-values of inexperienced and experienced teachers' perceptions of the importance of the supervisory statements about the supervisor's establishment and maintenance of rapport with the teacher. A difference was found in the mean responses of inexperienced and experienced teachers to one supervisory statement. For another two, the mean responses were close. Tendencies toward significant differences were found for the remaining two supervisory statements under this factor. In both cases, the experienced teachers attached greater importance to the statements than the inexperienced teachers.

The means and the t-values of inexperienced and experienced teachers' perceptions of the importance of the supervisory statements dealing with supervisor encouragement of teacher self-evaluation are shown in Table 44. In three of the statements, considerable difference existed between

TABLE 42: MEANS AND T-VALUES OF INEXPERIENCED AND EXPERIENCED
TEACHERS' PERCEPTIONS OF THE DEGREE OF IMPORTANCE
OF THE SUPERVISORY STATEMENTS RELATING TO THE SUPER-
VISOR'S WORKING RELATIONSHIP WITH THE TEACHER

Supervisory Statements	Inexper- ienced (Mean)	Exper- ienced (Mean)	T	P
The supervisor encourages the teacher to develop his own personal style of teaching.	3.07	3.34	2.02	.045*
The things the supervisor and the teacher do together help improve students' learning.	3.36	3.52	1.47	.144
The supervisor and the teacher work on objectives that are important to the teacher.	3.03	2.97	< 1	
The supervisor helps the teacher set goals for improving his teaching.	3.31	3.27	< 1	
The supervisor and the teacher work together as partners in the improvement of teaching and learning.	3.44	3.49	< 1	
Both the supervisor and the teacher gain from working together.	3.32	3.31	< 1	
The supervisor helps the teacher develop long term plans for his teaching.	3.12	2.99	< 1	
The supervisor and the teacher work comfortably together.	3.22	3.09	1.04	.299

*Significant

TABLE 43: MEANS AND T-VALUES OF INEXPERIENCED AND EXPERIENCED
           TEACHERS' PERCEPTIONS OF THE IMPORTANCE OF THE
           SUPERVISORY STATEMENTS RELATING TO THE SUPERVISOR'S
           ESTABLISHMENT AND MAINTENANCE OF RAPPORT WITH THE
           TEACHER

Supervisory Statements	Inexper- ienced (Mean)	Exper- ienced (Mean)	T	P
The supervisor respects the teacher's competence as a professional.	3.14	3.34	1.77	.078+
The supervisor is honest with the teacher.	3.34	3.38	< 1	
The supervisor is con- fident of his/her pro- fessional ability.	3.25	3.33	< 1	
The supervisor is willing to raise dif- ficult issues if he/she feels resolving them is important.	2.78	3.03	1.70	.091+
The supervisor is some- one with whom the teacher can be honest.	3.20	3.30	< 1	

+Tendency toward significance

TABLE 44: MEANS AND T-VALUES OF INEXPERIENCED AND EXPERIENCED
           TEACHERS' PERCEPTIONS OF THE IMPORTANCE OF THE
           SUPERVISORY STATEMENTS RELATING TO SUPERVISOR EN-
           COURAGEMENT OF TEACHER SELF-EVALUATION

Supervisory Statements	Inexper-ienced (Mean)	Exper-ienced (Mean)	T	P
The supervisor helps the teacher to assess his progress.	3.07	3.17	< 1	
The supersivor suggests useful things for discussion with the teacher.	3.15	3.19	< 1	
The supervisor encourages the teacher to evaluate his teaching.	3.25	3.34	< 1	
The supervisor shows the teacher new ways to look at his teaching.	3.05	3.16	< 1	

the mean responses of inexperienced and experienced teachers.
In one other case, the mean responses of the subjects were
close. No significant difference was found between the
perceptions of inexperienced and experienced teachers for
any of these statements.

A summary of inexperienced and experienced teachers'
perceptions of the importance of the supervisory statements
relating to supervisor enthusiasm for teacher involvement
in the supervisory process is presented in Table 45. Only
two statements showed any appreciable differences between

TABLE 45: MEANS AND T-VALUES OF INEXPERIENCED AND EXPERIENCED TEACHERS' PERCEPTIONS OF THE IMPORTANCE OF THE SUPERVISORY STATEMENTS RELATING TO SUPERVISOR ENTHUSIASM FOR TEACHER INVOLVEMENT IN THE SUPER-VISION PROCESS

Supervisory Statements	Inexper-ienced (Mean)	Exper-ienced (Mean)	T	P
The supervisor and the teacher decide together how the supervisor can be most helpful.	2.51	2.59	< 1	
The teacher enjoys working with the supervisor.	2.61	2.65	< 1	
The supervisor and the teacher have enough time together to accomplish useful things.	2.93	2.85	< 1	
There is continuity in supervisor's work with the teacher.	3.08	3.05	< 1	
The supervisor is en-thusiastic about working with the teacher.	2.93	3.05	< 1	
The supervisor lets the teacher know his/her feelings about the teacher's teaching.	3.00	3.14	1.10	.273
The supervisor is generally available when the teacher wants to work with him/her.	2.95	2.90	< 1	

the mean responses of inexperienced and experienced teachers. The mean responses for the other five supervisory statements were close. No significant difference between the perceptions of inexperienced and experienced teachers were found for any of the statements.

> Research Question 5.3: Do the supervisory process perceived to be important by teachers who say they apply to the schools differ from those of the principals who say they apply?

> Research Question 5.4: Do supervisory processes perceived to be important by teachers who say they do not apply to the schools differ from those of the principals who say they do not apply?

In order to determine whether the applicability or non-applicability of a supervisory statement affected the respondents' perceptions of its degree of importance, it was necessary to analyze separately the perceptions of teachers and principals who said it applied and the perceptions of teachers and principals who said it did not apply.

Table 46 presents the means and t-values of teachers' and principals' perceptions of the importance of the supervisory statements relating to procedures for classroom supervision by teachers and principals who said they applied and by teachers and principals who said they did not apply. The mean indices of importance for teachers and principals who said the supervisory statements applied were higher

TABLE 46: MEANS AND T-VALUES OF TEACHERS' AND PRINCIPALS' PERCEPTIONS OF THE IMPORTANCE OF THE SUPERVISORY STATEMENTS RELATING TO PROCEDURES FOR CLASSROOM SUPERVISION, BY THOSE WHO SAID THEY DID APPLY AND BY THOSE WHO SAID THEY DID NOT APPLY

Supervisory Statements	Statement Applies				Statement Does Not Apply			
	Teachers (Mean)	Principals (Mean)	T	p	Teachers (Mean)	Principals (Mean)	T	p
Pattern of Classroom Supervision								
Supervision is continual rather than occasional	3.74	3.84	1.05	.298	3.54	3.81	1.77	.080+
Experienced teachers are also supervised	3.07	3.02	<1		2.83	2.54	1.49	.140
Classroom observations by supervisors are scheduled and announced	2.23	2.83	2.02	.047*	2.21	1.98	1.24	.216
Pre-Observation Conference Behaviors								
A pre-observation conference is held between the teacher and supervisor	3.07	3.06	<1		2.10	2.17	<1	
During the pre-observation conference the supervisor discusses with the teacher what he will be looking for during the classroom observation	3.35	2.94	1.76	.084+	2.03	1.94	<1	

TABLE 46: (Cont)

Supervisory Statements	Statement Applies				Statement Does Not Apply			
	Teachers (Mean)	Principals (Mean)	T	P	Teachers (Mean)	Principals (Mean)	T	P
Classroom Observation Behaviors								
During classroom observation the supervisor enters the room before the period begins, and does not leave until the class period has ended.	3.34	3.60	1.39	.168	2.54	1.98	2.80	.006*
The supervisor takes written notes during the classroom observation	3.47	3.46	<1		2.79	2.95	<1	
Post-Observation Conference Behaviors								
A post-observation conference is held between the supervisor and teacher to discuss and analyze the data collected during the observation	3.75	3.63	1.48	.139	3.14	3.44	1.17	.244
During post-observation conference, the supervisor emphasizes both the teacher's weaknesses and strengths	3.67	3.600	<1		3.30	3.53	<1	

+=tendency to be significant *=significant

than the mean indices of importance for teachers and principals who said they did not apply. Statistically, however, a significant difference between the perceptions of teachers and principals who said the statements applied was found for only one statement. With regard to the perceptions of teachers and principals who said the statements did not apply, a tendency for significant difference was found for one supervisory statement and a significant difference for another.

Table 47 presents a summary of teachers' and principals' perceptions of the importance, in the improvement of instruction, of the supervisor's competence in assisting the teacher, according to whether they said that the statements applied or did not apply. For the teachers, the mean indices of importance for those who said the statements applied were higher than those who said the statements did not apply. This trend was reversed for the principals, where in four cases the mean indices of importance of those who said the statements did not apply were higher than those who said the statements did apply.

For one statement, a significant difference was found between the perceptions of teachers and principals who said the statement applied. Among those who said the statement did not apply, significant differences in perceptions were found for two of the supervisory statements.

TABLE 47: MEANS AND T-VALUES OF TEACHERS' AND PRINCIPALS' PERCEPTIONS OF THE IMPORTANCE OF THE SUPERVISORY STATEMENTS ABOUT SUPERVISOR'S COMPETENCE IN ASSISTING THE TEACHER BY THOSE WHO SAID THEY DID APPLY AND BY THOSE WHO SAID THEY DID NOT APPLY

Supervisory Statements	Statement Applies				Statement Does Not Apply			
	Teachers (Mean)	Principals (Mean)	T	P	Teachers (Mean)	Principals (Mean)	T	P
The supervisor thinks things out well before he works with the teacher	3.38	3.46	<1		3.11	3.24	1	
The supervisor knows a great deal about teaching	3.65	3.75	1.36	.175	3.39	3.82	1.37	.175
The supervisor stimulates the teacher to do his best	3.47	3.52	<1		3.19	3.29	<1	
The teacher respects the supervisor's competence	3.08	3.09	<1		2.50	3.42	2.82	.007*
The teacher understands what the supervisor means	3.23	3.32	<1		3.09	3.42	1.17	.248
The supervisor understands the needs of the teacher's pupils	3.38	3.48	<1		3.00	3.26	1.04	.299
The supervisor maintains high professional standards in working with the teacher	3.39	3.65	2.26	.025*	2.76	3.40	2.76	.007*
The supervisor makes suggestions that the teacher finds useful	3.41	3.48	<1		3.26	3.64	1.43	.160

*=significant

Table 48 presents the means and t-values of teachers' and principals' perceptions of the importance of the supervisory statements about the supervisor's working relationship with the teacher, according to whether they said the statements applied or did not apply. The trend in the previous cases was maintained. The mean indices of importance of teachers and principals who said the statements applied were higher than those who said they did not apply. No significant differences were found between the perceptions of teachers and principals in either case.

A summary of teachers' and principals' perceptions of the importance of the supervisory statements relating to the supervisor's establishment and maintenance of rapport with the teacher, according to whether they said the statements applied or did not apply, is presented in Table 49. The trend of higher mean indices for those who said the statements applied was maintained, except in one case where the mean index of the principals who said the statement did not apply was higher than those who said it did apply. No significant differences were found between the perceptions of the teachers and principals in these cases.

Table 50 presents the means and t-values of teachers' and principals' perceptions of the importance of the supervisory statements about supervisor encouragement of teacher self-evaluation, according to whether they said the statements applied or did not apply.

TABLE 48: MEANS AND T-VALUES OF TEACHERS' AND PRINCIPALS' PERCEPTIONS OF THE IMPORTANCE OF THE SUPERVISORY STATEMENTS ABOUT THE SUPERVISOR'S WORKING RELATIONSHIP WITH THE TEACHER, BY THOSE WHO SAID THEY DID APPLY AND BY THOSE WHO SAID THEY DID NOT APPLY

Supervisory Statements	Statement Applies				Statement Does Not Apply			
	Teachers (Mean)	Principals (Mean)	T	P	Teachers (Mean)	Principals (Mean)	T	P
The supervsior encourages the teacher to develop his own personal style of teaching	3.40	3.49	<1		3.00	2.75	<1	
The things the supervisor and the teacher do together help improve students' learning	3.54	3.56	<1		3.25	3.36	<1	
The supervisor and the teacher work on objectives that are important to the teacher	3.39	3.22	1.38	.171	2.62	2.78	<1	
The supervisor helps the teacher set goals for improving his teaching	3.41	3.50	<1		3.08	3.00	<1	
The supervisor and the teacher work together as partners in the improvement of teaching and learning	3.63	3.67	<1		3.21	3.04	<1	
Both the supervisor and the teacher gain from working together	3.43	3.35	<1		2.94	3.13	<1	

TABLE 48: (Cont)

Supervisory Statements	Statement Applies				Statement Does Not Apply			
	Teachers (Mean)	Principals (Mean)	T	P	Teachers (Mean)	Principals (Mean)	T	P
The supervisor helps the teacher develop long term plans for his teaching	3.29	3.22	<1		2.74	3.04	1.36	.176
The supervisor and the teacher work comfortably together	3.24	3.17	<1		3.03	3.00	<1	

TABLE 49: MEANS AND T-VALUES OF TEACHERS' AND PRINCIPALS' PERCEPTIONS OF THE IMPORTANCE OF THE SUPERVISORY STATEMENTS ABOUT THE SUPERVISOR'S ESTABLISHMENT AND MAINTENANCE OF RAPPORT WITH THE TEACHER, BY THOSE WHO SAID THEY DID APPLY AND THOSE WHO SAID THEY DID NOT APPLY

Supervisory Statements	Statement Applies				Statement Does Not Apply			
	Teachers (Mean)	Principals (Mean)	T	P	Teachers (Mean)	Principals (Mean)	T	P
The supervisor respects the teacher's competence as a professional	3.30	3.35	<1		3.23	2.90	1.30	.198
The supervisor is honest with the teacher	3.39	3.47	<1		3.30	3.06	<1	
The supervisor is confident of his/her professional ability	3.33	3.48	1.26	.209	3.20	3.64	1.60	.116
The supervisor is willing to raise difficult issues if he/she feels resolving them is important	3.20	3.22	<1		2.59	2.38	<1	
The supervisor is someone with whom the teacher can be honest	3.39	3.30	<1		3.00	3.15	<1	

TABLE 50: MEANS AND T-VALUES OF TEACHERS' AND PRINCIPALS' PERCEPTIONS OF THE IMPORTANCE OF THE SUPERVISORY STATEMENTS ABOUT SUPERVISOR ENCOURAGEMENT OF TEACHER SELF-EVALUATION, BY THOSE WHO SAID THEY DID APPLY AND THOSE WHO SAID THEY DID NOT APPLY

Supervisory Statements	Statement Applies				Statement Does Not Apply			
	Teachers (Mean)	Principals (Mean)	T	P	Teachers (Mean)	Principals (Mean)	T	P
The supervisor helps the teacher to assess his progress	3.29	3.18	1.05	.295	2.93	2.94	<1	
The supervisor suggests useful things for discussion with the teacher	3.32	3.33	<1		2.91	2.88	<1	
The supervisor encourages the teacher to evaluate his teaching	3.45	3.27	1.85	.066+	2.97	3.53	2.50	.014*
The supervisor shows the teacher new ways to look at his teaching	3.37	3.38	<1		2.85	2.93	<1	

+=tendency to be significant
*=significant

With the exception of one case, where the mean of the principals who said the statement did not apply was higher than the mean of those who said it did apply, the previous trend was maintained. For one statement, a tendency toward significant difference was found between the perceptions of teachers and principals who said the statement applied. For the same statement, a significant difference was noted between the perceptions of teachers and principals who said the statement did not apply.

Table 51 presents the means and t-values of teachers' and principals' perceptions of the importance, in the improvement of instruction, of the supervisory statements relating to the supervisor enthusiasm for teacher involvement in supervision according to whether they said the statements applied or did not apply. In all these statements, the mean indices of teachers and principals who said the statements applied were higher than those of the teachers and principals who said the statements did not apply.

For teachers and principals who said the statements applied, a significant difference was found between their perceptions of one statement. For those who said they did not apply, a significant difference in perceptions was also found in one statement.

TABLE 51: MEANS AND T-VALUES OF TEACHERS' AND PRINCIPALS' PERCEPTIONS OF THE IMPORTANCE OF THE SUPERVISORY STATEMENTS RELATING TO SUPERVISOR ENTHUSIASM FOR TEACHER INVOLVEMENT IN THE SUPERVISION PROCESS, BY THOSE WHO SAID THEY DID APPLY AND BY THOSE WHO SAID THEY DID NOT APPLY

Supervisory Statements	Statement Applies				Statement Does Not Apply			
	Teachers (Mean)	Principals (Mean)	T	P	Teachers (Mean)	Principals (Mean)	T	P
The supervisor and the teacher decide together how the supervisor can be most helpful	3.16	3.23	<1		2.29	2.02	1.35	.177
The teacher enjoys working with the supervisor	3.07	3.46	2.45	.016*	2.23	2.41	<1	
The supervisor and the teacher have enough time together to accomplish useful things	3.17	3.14	<1		2.76	2.83	<1	
There is continuity in the supervisor's work with the teacher	3.25	3.24	<1		2.93	3.14	1.11	.267
The supervisor is enthusiastic about working with the teacher	3.12	3.17	<1		2.89	2.90	<1	
The supervisor lets the teacher know his/her feelings about the teacher's teaching	3.28	3.11	1.49	.139	2.74	2.73	<1	
The supervisor is generally available when the teacher wants to work with him/her	3.25	3.04	1.04	.302	2.78	2.37	2.33	.021*

*=significant

Other Research Questions

In addition to the research questions that served as the focal points for this study, other research questions needed to be answered. They are considered below as research questions 6.0 through 6.4.

> Research Question 6.0: Do the teachers' perceptions of the applicability of the six factor categories, as collective groups, differ from those of the principals?

> Research Question 6.1: Which factors of supervisory process as collective groups are most neglected in Anambra schools?

Table 52 presents the mean indices of applicability for the six categories of supervisory statement for teachers and principals.

In one of the six categories, statistically significant differences were found between the perceptions of the teachers and the principals regarding the applicability of that factor in Anambra schools.

According to the mean indices of applicability for both teachers and principals, the three most neglected factors in the supervisory process are, in order of their neglect:

1. supervisor encouragement of teacher self-evaluation.

2. supervisor enthusiasm for teacher involvement in the supervisory process.

3. supervisory establishment and maintenance of rapport with the teacher.

TABLE 52:   MEAN INDICES OF APPLICABILITY FOR SIX FACTOR
            CATEGORIES OF SUPERVISORY STATEMENTS FOR TEACHERS
            AND PRINCIPALS

Factor Category of Supervisory Statements	Means		T	P
	Teachers	Principals		
Procedures for classroom supervision	4.094	4.536	1.38	.170
Supervisor's competence in assisting the teacher	5.850	6.217	1.08	.282
Supervisor's working re-lationship with the teacher	4.925	5.130	◁ 1	
Supervisor's establishment and maintenance of rapport with the teacher	3.585	3.783	◁ 1	
Supervisor's encouragement of teacher self-evaluation	2.514	2.681	◁ 1	
Supervisor's enthusiasm for teacher involvement in the supervisory process	2.962	3.536	1.99	.047*

*=significant

Research Question 6.2: Do teachers' perceptions of the degree of importance of the six factors as collective groups differ from those of the principals?

Research Question 6.3: Do the teachers' perceptions and the principals' perceptions differ among the six factors as collective groups?

Research Question 6.4: Which factor of the supervisory statements do the teachers and the principals perceive to be most important?

Table 53 presents the mean indices of importance for six factor categories of supervisory statements for teachers and principals.

For one of the six factors, a significant difference was found between the perceptions of the teachers and principals, regarding the importance they attached to that factor.

As regards teachers' perceptions of the six factors, with an f-value of 87.54, a highly significant difference was found regarding the degree of importance the teachers attached to the different factors. With an f-value of 22.45, the principals' perceptions about the degree of importance attached to each factor also showed a significant difference.

According to the mean indices for the six faxtors, for both teachers and principals, greatest importance was attached to supervisory competence in assisting the teacher. The three most important factors for each group, in order of importance, are shown below.

TABLE 53:   MEAN INDICES OF IMPORTANCE FOR THE SIX FACTORS
CONSIDERED IN SUPERVISORY STATEMENTS FOR TEACHERS
AND PRINCIPALS

Factors	Means Teachers	Principals	T	P[1]
Procedures for classroom supervision	2.951	2.942	< 1	
Supervisor's competence in assisting the teacher	3.278	3.451	2.71	.007*
Supervisor's working re-lationship with the teacher	3.244	3.257	< 1	
Supervisor's establishment and maintenance of rapport with the teacher	3.238	3.261	< 1	
Supervisor's encouragement of teacher self-evaluation	3.192	3.199	< 1	
Supervisor's enthusiasm for teacher involvement in the supervisory process	2.881	2.886	< 1	
F^2	87.54	22.45		
p	.001*	.001*		

*=significant

1=T-test and levels of significance comparing teachers and
  principals for each of the six factors.

2=Analysis of variance for repeated measures for teachers
  and principals

Teachers:

1. Supervisor's competence in assisting the teacher.

2. Supervisor's working relationship with the teacher.

3. Supervisor's establishment and maintenance of rapport with the teacher.

Principals:

1. Supervisor's competence in assisting the teacher.

2. Supervisor's establishment and maintenance of rapport with the teacher.

3. Supervisor's working relationship with the teacher.

Discussion of Findings

In the following section, the major findings of the study are discussed, with references to previous studies to point out findings similar to or divergent from those of the study at hand. As indicated earlier one of the major limitations of this study was the relative lack of supervision research in Nigeria. In this section, therefore, the reader will find references made to studies done in the United States.

Responsibility for Supervision

The question of who should be responsible for supervision in schools has been a controversial issue. For

decades, educators have been arguing the merits of super-
vision through a staff consultant structure against a line
authority structure. In light of this, the investigator
found the result of this study revealing, in that they
showed that both teachers and principals in Anambra wanted
supervision through a line authority structure as shown
in Table 8. Both teachers and principals ranked the prin-
cipals as first in the line of authority. They differed,
however, in the order of authority of the vice-principal
and the zonal superintendent of schools. The principals
ranked the vice-principal before the zonal superintendent
of schools while the teachers did the opposite. What was
the reason given for preferring particular supervisory
personnel to be responsible for supervision in schools?
The reason given by a majority of the responding principals
was that the principal would best use his authority as
the head of the school to provide effective supervision.
The reason given by a majority of the responding principals
for preferring a vice principal was that he would provide
a more regular and more systematic supervision. The zonal
superintendent of schools was preferred mainly because he
would be objective. The investigator inferred from the
reasons given for preferring the supervisory roles, that
principals desired effective, regular, systematic, and ob-
jective supervision in Anambra state schools.

The findings just discussed--preferences in responsibility for supervision and the reasons for preferring them-- are in line with the views of Firth and Eiken.[1] They felt that if the supervisor is the administrator, the individual responsible for instructional supervision is enabled to act in a number of related areas and able to give clear and direct communication. The findings also supported Richard A. Gortan's[2] view that a supervisor should be an administrator. They disagreed with the views of Eye, Netzer, and Kney[3], who felt that the supervisor did not need to be an administrator in order to have the authority to implement his recommendations. They argued that authority does not necessarily mean that one must impose his will upon another as specialized skills and knowledge may be so highly respected that in themselves, they constitute the authority. They concluded that

> authority is not of a police type when
> supervision is the topic of consideration.
> When a supervisor depends upon authoritar-
> ianism as the only means of influencing
> people rather than by the use of superior
> skills and knowledge, the conclusion can
> easily be reached that the compensation
> allocated to such a position is for in-
> competence rather than for competence.

Peter F. Oliva[4] did not feel that a supervisor could also be an administrator. He did not regard any person who has another function as his primary responsibility as a supervisor.

Frequency of Supervision

Approximately 35 percent of the teachers indicated that their classes had not been observed by the supervisor during the last five years, and about 45 percent of the teachers reported that their classes had only been observed one time during the same period. Thus, approximately 80 percent of the teachers either had not been observed at all or had been observed only once during the last five years, (Table 11).

This was not surprising because it was only three years ago that a committee appointed to restructure education in the state identified poor and infrequent supervision as one of the major problems of the state's educational system.[5] What is surprising is that the state's supervisory program is organized in such a way that those who need supervision the most are relatively unsupervised. As shown in Table 12, 37.3 percent of inexperienced teachers, as against 33.9 percent experienced teachers, reported that their classes had not been observed during the last five years and 52.5 percent of inexperienced teachers, as against 41.8 percent of experienced teachers, reported that their classes had been observed once during the same period. While it is felt that every teacher needs supervision, inexperienced teachers need it more than experienced teachers. According to Harrington,[6] Glickman,[7] and Burden,[8]

inexperienced or beginning teachers are at the "survival stage" of their careers and need more frequent assistance in the form of supervision in many technical skills of teaching than experienced teachers.

This finding of less frequent supervision for the beginning teachers in Anambra state contrasts with what is recommended in the literature. It suggests that weak foundations for discipline and academic achievement among students may be laid at the door of the State's educational hierarchy.

Purpose of Supervision

A majority of teachers and principals indicated that the primary purpose of supervision is to improve instruction. Although no significant differences were found between the perceptions of teachers and principals, a greater percentage of the principals indicated that the purpose of supervision is to improve instruction while a greater percentage of the teachers indicated that the purpose of supervision is to protect children from incompetent teaching.

Another finding with regard to the purpose of supervision was that a majority of inexperienced and experienced teachers agreed that supervision is meant to improve classroom supervision, a significant difference was found among

the perceptions of teachers of different years of teaching experience. Over eighty percent of teachers with eight or more years experience, as against over sixty percent of teachers with less than eight years of teaching experience, indicated that supervision is meant to improve classroom instruction. A greater percentage of teachers with less than eight years of teaching experience also indicated that supervision is meant to protect children from incompetent teaching (Table 14).

This finding about the perceptions of teachers with different years of teaching experience as regards the purpose of supervision tends to suggest that as teachers' years of teaching experience increase, the primary purpose of supervision becomes clearer to them. The investigator would, however, point out that the conclusion may be punctured by the fact that a greater percentage of teachers with over fifteen years of teaching experience, than those with eight to fifteen years experience, indicated that the purpose of supervision was to protect children from incompetent teaching.

Applicability of Supervisory Processes

Tables 16-21 indicate that of the 41 supervisory statements, a majority of both teachers and principals reported that 26 of them apply to Anambra State schools, while 15 of them do not apply. The greatest number of

supervisory statements that do not apply were in the area
of procedures for classroom supervision where five out of
the nine supervisory statements did not apply.

As can be seen in Table 16, statements on pre-
observational conferences, the classroom visit, and the
post-observational conferences did not apply. This find-
ing contrasted with what is available in the literature
reviewed in Chapter Two. Cogan[9] warned seriously against
skipping any of these important phases of clinical super-
vision. Dunkleberger[10] emphasized the need for the teacher
to know what is expected of him and how he will be judged
during classroom observation.

The teachers and principals differed significantly
concerning the applicability of the following supervisory
statements in their schools.

Significantly a greater percentage of the principals
than the teachers agreed with the following:

1. Supervision is continual rather than occasional.

2. The supervisor and the teacher have enough time
    together to accomplish useful things.

3. The supervisor is enthusiastic about working
    with the teacher.

Significantly a greater percentage of the ⌐eachers
than the principals agreed with the following:

1. The supervisor is someone with whom the teacher
    can be honest.

2. The supervisor helps the teacher to assess his
    progress.

In addition to the above statistical differences, differences were found between the percentage responses of teachers and principals. As in those statements with statistical differences, greater percentage of the principals said the statements applied while a greater percentage of the teachers said they did not apply.

Taking into consideration both statistical and proportional differences between teachers' and principals' perceptions of the applicability of the supervisory statements, these findings were similar to results reported by Herrbolt,[11] who found that teachers were not aware of the supervisory practices principals thought they were utilizing to improve instruction in selected high schools at Montana.

As regards inexperienced and experienced teachers' perceptions of the applicability of the supervisory statements in their schools, Tables 22-27 show that both groups of teachers disagreed.

Significantly a greater proportion of the inexperienced than the experienced teachers agreed with the following:

1. Classroom observations are scheduled and announced.

2. A pre-observation conference is held.

3. Both the supervisor and the teacher gain by working together.

4. The supervisor respects the teacher's competence as a professional.

5. There is continuity in the supervisor's
    work with the teacher.

6. The supervisor is enthusiastic about
    working with the teacher.

Besides the above statistical differences, differences were found between the percentage responses of inexperienced and experienced teachers. In both cases, a greater proportion of the inexperienced teachers reported that the statements applied while a greater proportion of the experienced teachers reported that they did not apply. Thus inexperienced and experienced teachers did not agree on which supervisory statements applied in Anambra schools.

This finding is similar to what is found in the literature on supervision. According to Glickman,[12] teachers within the same school have different perceptions of different aspects of supervision. The reason for these differences, according to Glickman, is because teachers differ in their stage of development and this leads to differences in their concerns and needs.

Degree of Importance of Supervisory Process

Of the 41 supervisory statements, a majority of both teachers and principals reported that three statements were not important.

1. Classroom observations by supervisors are scheduled and announced.

2. A pre-observational conference is held between the teacher and the supervisor.

3. During the pre-observation conference the supervisor discusses with the teacher what he will be looking for during the classroom observation.

Of the remaining 30 supervisory statements, between 25 percent and 40 percent of the teachers felt that seven of them were either not important or somewhat important. The same percentage of the principals felt that six of them were either not important or somewhat important.

An explanation of what influences the way teachers and principals rate a supervisory statement can be obtained by comparing Tables 16-21 and Tables 28-33. A look at Tables 46-51 is also useful for explanation. By comparing the tables under reference, it will be seen that both teachers and principals tended to rate the supervisory statements that did not apply to their schools lower than those that did apply.

Tables 34-39 show that the teachers and principals differed significantly concerning their perceptions of the degree of importance of the following statements.

Significantly a greater proportion of the principals than the teachers attached more importance to the following:

1. Supervision is continual rather than
    occasional.

2. The supervisor knows a great deal about
    teaching.

3. The supervisor maintains high professional
    standards in working with the teacher.

4. The supervisor is confident of his/her
    professional ability.

Significantly a greater proportion of the teachers
than principals attached more importance to the following
statement:

1. The supervisor is generally available when
    the teacher wants to work with him/her.

Although no definite trend was identified with re-
gard to whether teachers or principals attached greater
importance to the other supervisory statements, differences
were found between teachers' and principals' mean indices
of importance for the supervisory statements.

This finding of both statistical and proportionate
differences between teachers' and principals' perceptions
of the degree of importance of the supervisory statements
in the improvement of instruction is similar to results
reported by Ritz and Cashell.[13] In their study, teachers
and supervisors held different views regarding supervisory

effectiveness. Strachaa's[14] study in the Geelong region

of the Victorian Education Department in Australia also

confirmed that teachers and supervisors differed in their

perceptions of effective supervisory methods.

The trend toward attaching lower importance to a

supervisory statement when it did not apply, and greater

importance when it did apply, has been reported. It is of

interest to note that whether a statement applied or not

did not have a substantial effect on the congruence of

teachers' and principals' perceptions of the importance

of the statements as a whole. This can be seen from Tables

46-51 where the perceptions of teachers and principals who

said the statements do not apply and the perceptions of

teachers and principals who said they apply are analyzed

separately. Thus, the effect of whether a statement ap-

plied or not was minimal on the congruence of teachers'

and principals' perceptions.

For those teachers and principals who said the

statements did apply, five statements showed some tenden-

cies for, or significant differences. Six supervisory

statements also showed tendencies for or significant dif-

ferences.

Statistically and proportionately, inexperienced

and experienced teachers differed in their perceptions

of the degree of importance of the supervisory statements.

No definite trend was identified in these differences be-

cause inexperienced teachers attached more importance to

some supervisory statements while experienced teachers at-
tached greater importance to others.

Tables 40 to 45 show that tendencies for, or signi-
ficant differences, were found between inexperienced and
experienced teachers' perceptions of the degree of impor-
tance for the improvement of instruction of the supervisory
statements below.

1. Supervision is continual rather than occasional.

2. A pre-observational conference is held between
    the teacher and supervisor.

3. A post-observational conference is held between
    the supervisor and teacher to discuss and
    analyze the data collected during observation.

4. During post-observation conference, the super-
    visor emphasized both the teacher's weaknesses
    and strengths.

5. The supervisor thinks things out well before
    he works with the teacher.

6. The supervisor makes suggestions that the
    teacher finds useful.

7. The supervisor encourages the teacher to de-
    velop his own personal style of teaching.

8. The supervisor respects the teacher's com-
    petence as a professional.

9. The supervisor is willing to raise difficult
    issues if he/she feels resolving them is im-
    portant.

The area of greatest disagreement between inexper-
ienced and experienced teachers was in the area of proced-
ures for classroom supervision. The finding as a whole,
confirmed what was available in the literature about the
differing concerns and needs of teachers at different stages
of their teaching experience.

Other Research Questions
===

As was shown in Table 15, the 41 supervisory state-
ments were grouped into six factor categories using factor
analysis. Teachers' and principals' perceptions of the
applicability and degree of importance of the supervisory
statements were then analyzed according to these six fac-
tors.

Table 52 shows that teachers and principals dif-
fered in their perceptions of whether teachers are in-
volved in the supervision process in Anambra State schools.
A greater proportion of principals than teachers felt that
teachers are involved in the supervisory process. Herrboldt's[15]
study is confirmed by this finding. Teachers in Anambra
were not aware of the supervisory processes principals
thought they were applying to improve instruction. The
data also showed that a supervisor's exercise of technical
skills received greater attention while the supervisor's
establishment and maintenance of interpersonal relationships
is most neglected in Anambra State schools.

The investigator was not surprised at the results
of the mean indices of importance for six factors of super-
visory statements for teachers and principals as shown in
Table 53. The factors that obtained low mean indices of
importance were the factors to which most of the super-
visory statements did not apply. Thus, the three lowest-
rated factors among the supervisory statements were:

1. supervisor's enthusiasm for teacher involvement
   in the supervisory process.

2. procedures for classroom supervision.

3. supervisor's encouragement of teacher self-
   evaluation.

When teachers' and principals' perceptions were com-
pared, a significant difference was found in the area of
supervisor's competence in assisting the teacher (exercise
of technical skills). A greater proportion of the princi-
pals than the teachers attached importance to this factor.
When the teachers' and principals' mean indices of impor-
tance for the three most highly rated factors were ranked,
they correlated significantly.

The ranking of the teachers' perceptions was as
follows:

1. supervisor's competence in assisting the
   teacher.

2. supervisor's working relationship with the
   teacher.

3. supervisor's establishment and maintenance
   of rapport with the teacher.

The ranking of the principals' perceptions was as
follows:

1. supervisor' competence in assisting the
   teacher.

2. supervisor' establishment and maintenance of
   rapport with the teacher.

3. supervisor's working relationship with the
   teacher.

Although both teachers and principals perceived the supervisor's exercise of technical skills as the most important, the teachers' mean for this factor was almost equal to the mean of the principal's second-rated factor.

This finding that the supervisors attach greatest importance to the supervisor's exercise of technical skills was similar to what is available in the literature reviewed in Chapter Two. The teachers attaching greatest importance to technical skills is contrary to what is available. According to the literature, teachers attach greatest importance to the supervisor's establishment and maintenance of interpersonal relations while supervisors attach greatest importance to the supervisor's exercise of technical skills.

Differences not only existed between teachers' and principals' perceptions, they also existed in the teachers' and principals' perceptions among different aspects of supervision process. Thus the importance teachers or principals attached to one aspect of supervision process differed from the importance they attached to another aspect of supervision process.

As shown in Table 53, an analysis of variance for repeated measures for teachers and principals indicated that significant differences existed in both teachers' and principals' perceptions among the six factors of supervisory process considered in this study.

Summary

In the first part of this chapter, data were analy-
zed on the basis of the research questions posed; findings
were reported by means of discussion and tables were used
to present appropriate frequencies, percentages, chi square
results, T-tests results and analysis of variance results
for each of the indices of the study. The second part of
the chapter presented a discussion of the findings, which
included references to previous research. A summary and
conclusions follow in Chapter Five.

CHAPTER FIVE

SUMMARY, IMPLICATIONS AND CONCLUSIONS

This chapter deals with the summary, implications
and conclusions of the study on teachers' and principals'
perceptions of the supervisory process. It is presented
in three sections: the summary, the implications of the
findings, and the conclusions.

Summary

The Purpose and Significance of the Study

The purpose of this study was to discover which
supervisory processes were being used in Anambra State
schools and determine which ones teachers and principals
perceived to be important in the improvement of learning-
teaching tasks. A knowledge of the supervisory processes
used, and the ones perceived to be important, is essential
for effective supervision of teachers. It is also essen-
tial to the State Schools Management Board and the Ministry
of Education for the establishment of effective supervisory
programs in the state. This study adds to the sparse
Nigerian literature on supervision and the results will

assist teacher educators in developing positive teaching attitudes and confidence among student teachers doing practice teaching.

Literature Review

A review of the literature and research related to the topic of this study was made, including the purpose of supervision, the need for supervision, improvement of supervisory process, and the perceptions of supervisory process. The literature reviewed dealt mainly with studies done in U.S. schools.

The literature agreed that the purpose of supervision is to improve the quality of classroom instruction for the benefit of the learner and that this can be achieved if the teacher, the learner, the supervisor and the parents grow continually. It reported that teachers do not graduate from their preservice programs as finished products and stressed that the social objectives of the schools can be met if the educational process is properly supervised.

As regards improvement of supervisory process, the literature identified the following five broad guidelines: (1) the supervisor functions in a non-evaluative manner, (2) the supervisor maintains adequate environment and com- munication, (3) involves teachers in the process of super- vision, (4) varies supervisory approach to suit the individ- ual, place and circumstance, and (5) supervises teachers

clinically by helping them improve their performance through the analysis and feedback of observed events in the classroom. Besides the five broad ways of improving supervisory process, the literature suggested that teachers' perceptions are among the important factors that influence the effectiveness of the supervisory process and recommended taking teachers' perceptions into consideration during supervision.

Methodology and Design

The study subjects consisted of 212 teachers and 69 principals selected from thirty-four secondary schools of Enugu, Onitsha, Uzo-Uwani, and Anambra local government areas of Anambra State, of Nigeria. The sample contained males and females, rural and urban teachers and principals. The level of education of the teachers' sample included National Certificate of Education, (58 percent), Bachelor's degree (40 percent) and Master's degree (2 percent).

The major research instrument was a questionnaire containing mainly closed-ended questions administered by four research assistants selected from each of the four randomly selected local government areas. A pilot test was conducted to ensure minimum error and bias in the instrument.

The study was designed to determine which supervisory processes are being used in Anambra schools and which ones

are perceived by teachers and principals to be important

in the improvement of instruction. Thus seventeen quest-

tions were formulated to serve as focal points for the

study.

1.0 who actually supervises teachers in Anambra
(Nigeria)?

1.1 who do principals think should be responsible
for instructional supervision?

1.2 what are the reasons for the principals'
views as regards who should be responsible
for instructional supervision?

2.0 how frequently are teachers supervised in
Anambra State?

2.1 are teachers in urban areas more frequently
supervised than teachers in rural areas?

2.2 are inexperienced teachers more frequently
supervised than experienced teachers?

3.0 what is the primary purpose of supervision
in Anambra State of Nigeria?

3.1 do teachers' perceptions of the primary purpose
of supervision differ from those of the prin-
cipals?

3.2 do inexperienced teachers' perceptions of the
primary purpose of supervision differ from
those of the experienced teachers?

4.0 which supervisory processes are being used in
Anambra State schools?

4.1 do the supervisory processes perceived by the
teachers as being used in the state differ
from those of the principals?

4.2 do the supervisory processes perceived by
inexperienced teachers as being used in the
state differ from those of the experienced
teachers?

5.0 which supervisory processes are considered
important in improving instruction in Anambra
State schools?

5.1 do the supervisory processes perceived to be
important by teachers differ from those of
the principals?

5.2 do the supervisory processes perceived to
be important by inexperienced teachers differ
from those of the experienced teachers?

5.3 do the supervisory processes perceived to
be important by teachers who say they apply
to the schools differ from those of the
principals who say they apply?

5.4 do the supervisory processes perceived to be
important by teachers who say they do not apply
to the schools differ from those of the prin-
cipals who say they do not apply?

The responses from the subjects were analyzed on
the basis of the research questions and the chi square or
t-test or Analysis of Variance was applied to examine sub-
group or variable differences. Data were presented in
tables showing frequencies, percentages, and chi square
test or t-test or Analysis of Variance test results.

Analysis of the Data and the Findings

The 41 closed-ended questions were submitted to
factor analysis using the Statistical Packages for Social
Sciences. Data were analyzed and discussed according to
the six factor categories that resulted from this analy-
sis.

The analysis of data was discussed in reference to tables presenting variable frequencies, percentages and chi square or t-test or Analysis of Variance results. The major findings are enumerated below.

1.0 Teachers reported that the principal was the major source of supervision.

1.1 Principals thought the principal of a school should be responsible for supervision. Significant differences were found between teachers' perceptions of the major source of supervision and the principals' perceptions of who should supervise.

1.2 Principals preferred the principal of a school to be responsible for supervision because he would use his authority as the head of the school to supervise more effectively than the zonal superintendent of schools and the vice principal.

2.0 About eighty percent of teachers reported one or no observations during the preceeding five years.

2.1 No significant differences were found between the frequency of supervision of urban and rural teachers.

2.2 Experienced teachers were more frequently supervised than the inexperienced teachers. A significant difference was found among the frequencies of supervision for teachers of different years of teaching experience.

3.0 Both teachers and principals felt that the primary purpose of supervision was to improve classroom instruction.

3.1 No significant difference was found between teachers' and principals' perceptions of the primary purpose of supervision.

3.2 Significantly more of the experienced teachers perceived the primary purpose of supervision to be that of improving classroom instruction.

4.0 A majority of both teachers and principals reported that 26 of the 41 supervisory statements were being used in the schools.

4.1 Significantly more of the principals reported that five of the supervisory statements applied, while more of the teachers reported that they did not apply. The percentages showed that more of the principals and fewer of the teachers reported that majority of the 41 supervisory statements applied. Thus teachers and principals did not agree on the applicability of the supervisory statements.

4.2 Significantly more of the inexperienced teachers reported that six of the statements applied while more of the experienced teachers reported that they did not apply. The percentage also showed that more of the inexperienced teachers and fewer of the experienced teachers reported that a majority of the 41 supervisory statements applied. It was thus concluded that inexperienced and experienced teachers differed in their perceptions of the applicability of the supervisory statements.

5.0 A majority of both teachers and principals considered 38 of the 41 supervisory statements either important or very important.

5.1 A tendency for significant differences and significant differences were found between teachers' and principals' perceptions of the degree of importance of five supervisory statements. Percentages also showed differences between the teachers' and principals' perceptions of the degree of importance of majority of the supervisory statements. Thus teachers and principals did not agree in their perceptions of the degree of importance of the supervisory statements.

5.2 Inexperienced and experienced teachers differed significantly in nine of the supervisory statements and differed also in their percentage responses of the degree of importance of a majority of the 41 supervisory statements. Thus inexperienced and experienced teachers did not agree in their perceptions of the degree of importance of the supervisory statements.

5.3 Teachers and principals who said the statements applied differed significantly or near significantly in five of the supervisory statements.

5.4 Teachers and principals who said the statements
did not apply differed significantly or near
significantly for six of the supervisory state-
ments. From index measures 5.3 and 5.4, it can
be concluded that teachers and principals dif-
fered in their perceptions of the degree of im-
portance of the supervisory statements, ir-
respective of whether they said that the state-
ments applied or not.

6.0 Significantly more of the principals reported
that supervisory statements in the area of the
supervisor's enthusiasm for teacher involvement
in the supervision process applied to the
schools.

6.1 The most neglected area of supervision process
in Anambra State was found to be the supervisor's
establishment and maintenance of interpersonal
relationships.

6.2 Teachers and principals did not agree in their
perceptions of the degree of importance in the
improvements of instruction of the supervisory
statements relating to the supervisor's com-
petence in assisting the teachers.

6.3 Both teachers and principals attached signi-
ficantly more importance to certain aspects of
supervision process than others.

6.4 The supervisor's exercise of technical skills
was seen as most important in the improvement
of instruction by both teachers and principals.

Implications of the Findings

The study was done in the hope that its results
would be useful to, among others, the principal or super-
visor, the State Schools' Management Board, and the teacher
education institutions. The following is a discussion of
the implications of the findings for these educational
personnel and organizations.

For the Principal or Supervisor

1. The findings of this study regarding the frequency of supervision in Anambra State schools revealed that about eighty percent of the teachers were either observed once or not observed at all during the last five years. Principals or supervisors should make an effort to observe classes more often than they do at present. To ensure that each teacher is observed at least once or twice during an academic year, principals or supervisors should schedule one class period a day for the purpose of observing teachers.

2. This study revealed that experienced teachers were more frequently supervised than inexperienced teachers. Although every teacher needs help in the form of supervision, inexperienced teachers need more supervision than experienced teachers. Principals or supervisors should plan their supervisory activities or assignments so that when it is not possible to supervise every teacher, those who need supervision most are supervised. This planning should involve collecting data about the teachers' performance in the area of one's supervisory influence.

3. Many of the findings in this study suggest the need for utilizing the supervisory statements during the supervisory process. It is recommended that principals or supervisors should: (a) go through a systematic process

of supervision including pre-conference, data collection
and analysis, and post-conference, essential for productive
classroom supervision, (b) encourage teacher self-evaluation.
The principal or supervisor should ask how the teacher feels
about a lesson presented, rather than playing God and telling
the teacher how it should have been done and lead the teacher
to the appropriate conclusions through interaction rather
than through lecturing, (c) involve teachers in the super-
vision process; if teachers have little input into the
supervision process, they become defensive and a climate
that is not conducive to modifying one's teaching behavior
is created.

4. The demographic data of this study revealed
that teachers in Anambra State are better prepared now than
in the past. This implies that they are becoming more
intolerant of authoritarian philosophy and supervision and
that the traditional methods of supervision are becoming
increasingly inadequate. For more productive supervision,
principals or supervisors should upgrade their supervision
skills and practices because teachers do not look upon a
person in supervisory position as being effective when they
are continually advising and informing.

5. As suggested by the open-ended statements of
the teachers, supervision in Anambra State is a threatening
experience. For teachers to accept and appreciate a super-
visor's personal interaction, supervisors should approach
the teachers more positively and non-threateningly.

6. This study confirmed the fact that teachers and
supervisors differ in their perceptions of the supervisory
process. A principal or supervisor who wishes to influence
teachers' classroom practices and encourage their professional
growth must take into consideration teachers' perceptions
of the supervisory process. As discrepancies between teachers'
and supervisors' perceptions always exist, a principal or
a supervisor should always aim at reducing them. Super-
vising teachers quite differently from the way they per-
ceive supervision will not bring about needed improvement
in the teaching-learning task.

For the State Schools Management Board

1. This study revealed that the zonal superintend-
ent of schools is not the major source of teacher super-
vision. As this supervisory role is meant to be respon-
sible for effective supervision, a superintendent of
schools should be appointed for each local government area,
instead of the present ineffective practice of appointing
one for several local government areas grouped in a zone.
An attractive alternative is to appoint master teachers as
supervisors in each school. A given supervisor should be
solely responsible for supervision in each school. He
should report to the zonal superintendent of schools through
the principal.

2. The findings of this study indicate that the supervisory program of the state is so ill-planned and unorganized that experienced teachers were more frequently supervised than inexperienced teachers. The State's School Management Board should reorganize its supervision system in such a way that it better indicates who should be supervised and thereby improves the teaching-learning task.

3. The findings of this study suggested the tendency for principals or supervisors to rate lower any supervisory statement that was not being used in the schools. This finding calls for the State Schools Management Board to offer inservice courses on important supervisory practices to all principals and supervisors in the state. Inservice courses on classroom observation procedures should also be offered.

For Teacher Education Institutions

1. This study, as already pointed out, revealed that principals' and teachers' basis for attaching importance to a supervisory practice was whether or not it is being used in the schools. To avoid this, teacher education institutions, especially the universities, should develop courses in supervision and make them mandatory for the completion of Bachelor of Education program.

2. The Institutes of Education of the universities should plan and develop summer inservice programs for

supervision. Principals and supervisors should be required to participate in these programs during the long vacation periods.

3. Teacher education institutions should place greater emphasis on the supervisory role of a secondary school principal.

Implications for Further Research

1. The study was an exploratory examination of the broad areas of teachers' and principals' perceptions of supervisory process in one state in Nigeria. Its findings provide a stepping stone for further research in this area, during which particular aspects of supervision could be singled out for specific research.

2. This study revealed that teachers and principals perceived the primary purpose of supervision to be that of improving classroom instruction. Another study is necessary to discover whether the teachers' and principals' perceptions were what the primary purpose of supervision ought to be or whether their perceptions were what the primary purpose of supervision is in Anambra State.

3. An important finding of this study was that the principal was the major source of supervision. As being the major source of supervision may not necessarily mean being the most influential in affecting teachers' behavior

with respect to the outcomes of their teaching, another study is necessary to discover the supervisory roles perceived by teachers as influential.

4. The findings of the study confirmed that tensions exist between teachers and supervisors. A study is needed to find whether such tensions are high or low and whether they justify concluding that "cold war" exist or does not exist between teachers and supervisors in Anambra.

5. The sample in this study was limited to sixtynine principals and 212 teachers. A profile of teachers' and principals' perceptions of the supervisory process based on a larger sample of principals and teachers could confirm these results and provide an empirically established basis upon which to build further research into the process of supervision in Nigeria.

Conclusions

Subject to the conditions and limitations of this study, several conclusions appear warranted:

1. The principal, and not the zonal superintendent of schools, is the major source of supervision in Anambra schools.

2. Principals in Anambra desire a well-organized supervisory program which is aimed at providng regular, systematic, and objective supervision in schools.

3. Teachers in Anambra state schools are not adequately supervised.

4. Teachers and principals were in agreement about the purpose of supervision. Both groups felt that the primary purpose of supervision is the improvement of classroom instruction.

5. A majority of the supervisory statements related to the procedures for classroom supervision and to teacher involvement in the supervisory process are not used in Anambra schools. Thus traditional methods of classroom supervision are still in vogue and teachers have little or no input into the supervision process.

6. Teachers and principals did not agree on the applicability of the supervisory statements investigated. While principals felt that a majority of the statements applied to the schools, teachers felt they did not.

7. Teachers and principals differed on the degree of importance for the improvement of classroom instruction of the supervisory statements.

8. Experienced teachers identified more with the principals in their perceptions of the applicability and degree of importance of the supervisory statements.

9. The supervision program which exists in Anambra places primary emphasis on supervisors' exercise of technical skills but neglects supervisor's orientations to interpersonal skills. Generally speaking, therefore,

adequate attention is not paid to supervision in Anambra state schools. Educational expansion, as is now going on in Nigeria, demands a good supervisory program to ensure that expansion does not lead to inferior education. Better education in Anambra State is not possible solely by producing more graduate teachers or increasing salaries of teachers. A well planned and well executed supervisory program is also essential in leading the states' schools toward better education.

FOOTNOTES

FOOTNOTES FOR CHAPTER ONE

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[6]John T. Lovell and Margaret S. Phelps, "Supervision in Tennessee as Perceived by Teachers, Principals, and Supervisors," Educational Leadership (December, 1977): 226-228.

[7]James R. Ogletree, "Changing Supervision in a Changing Era," Educational Leadership (March, 1972): 507-508.

FOOTNOTES FOR CHAPTER TWO

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[6]There is a conflict of opinion whether the color of the paper helps to elicit higher response rates. Erickson and Wentling claimed that research has indicated the use of colored paper produced a difference in response rate of over 15 percent. See Tim L. Wentling and Tom E. Lawson, Evaluating Occupational Education and Training Programs (Boston: Allyn and Bacon, Inc., 1975), p. 131-132. On the other hand, Christopher Scott of the British Government Social Survey reported that the use of colored paper is one factor that did not make a difference in response rates. See A.N. Oppenheim, Questionnaire Design and Attitude Measurement New York: Basic Books, Inc., 1966).

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APPENDICES

APPENDIX A

NAMES OF THE SECONDARY SCHOOLS STUDIED

APPENDIX A

NAMES OF THE SECONDARY SCHOOLS STUDIED

1. College of Immaculate Conception, Enugu
2. Uwani Secondary School, Enugu
3. Girls High School, Awkunanaw
4. Boys High School, Awkunanaw
5. Queen's School, Enugu
6. Dennis Memorial Grammar Schl., Onitsha
7. Girls Sec. School, Onitsha
8. Fed. Govt. Girls College, Onitsha
9. Ado Girls Sec. Schl., Onitsha
10. Metu Memorial Sec. School, Onitsha
11. Modebe Memorial Sec. School, Onitsha
12. Boys High School, Onitsha
13. New Era Girls Sec. School, Onitsha
14. Queen of the Rosary College, Onitsha
15. Comprehensive Sec. School, Onitsha
16. Christ the King College, Onitsha
17. Metropolitan Sec. School, Onitsha
18. Washington Memorial Sec. School, Onitsha
19. Uzo-Uwani Sec. School, Adani
20. Community Boys' Sec. School, Ifite-Ogwari
21. Adada Sec. School, Nkpologu
22. Community Sec. School, Omor
23. AttaMemorial High School, Adaba
24. Girls High School, Nteje
25. Girls High School, Umuleri
26. Girls High School, Nkwelle-Ezunaka
27. Boys Sec. School, Nkwelle-Ezunaka
28. Girls High School, Umunya
29. Boys High School, Umunya
30. Joseph Memorial High School, Aguleri
31. Boys High School, Ogbunike
32. Boys Sec. School, Awkuzu
33. Community Boys School, Nnado
34. Community Sec. School, Umueza-Anam

APPENDIX B

ANAMBRA STATE SHOWING URBAN AND
RURAL LOCAL GOVERNMENT AREAS STUDIED

ANAMBRA STATE SHOWING URBAN AND RURAL LOCAL GOVERNMENT AREAS STUDIED.
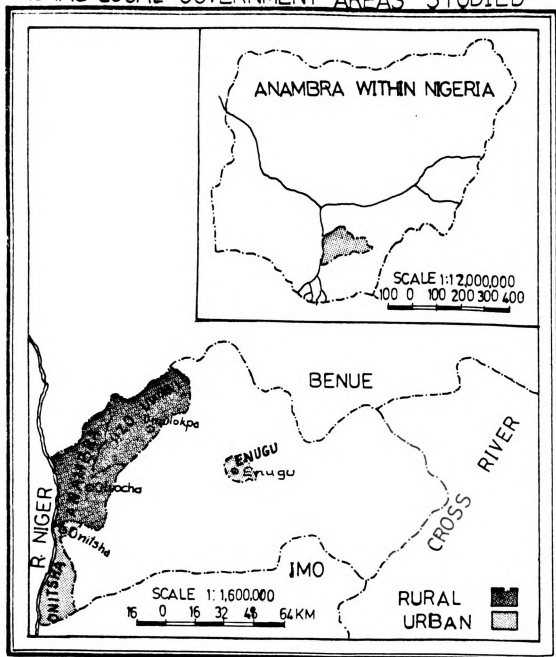
APPENDIX C

TRANSMITTAL LETTER FOR TEACHERS

Department of Administration and Curriculum
College of Education, Room 417
Michigan State University
East Lansing, Michigan   48824
November 8, 1982

Dear Colleague:

You have been chosen to represent several thousand edu-
cators like yourself in a study that will help to find ways
of improving the quality of education in Anambra State of
Nigeria.

This study is being conducted through the Department of
Administration and Curriculum at Michigan State University.
The study concerns secondary school teachers' and principals'
perceptions of the supervisory process.
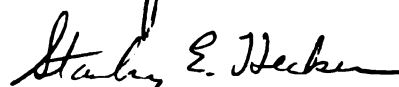
Your response to a series of questions will be used to
determine how best to supervise teachers in order to improve
the quality of instruction in Anambra State Schools.

Representatives of secondary school teachers in Anambra
State of Nigeria are included in this study. In order to
obtain a true picture, it is important that a high percentage
of responses from teachers be received. Your support and
cooperation are requested in helping to make this study a
success.

Your answers will be kept in strict confidence. Both
you and your school will remain anonymous. Your name is not
requested on the questionnaire. The name of the school is
requested on the questionnaire only for the purpose of deter-
mining the number of secondary schools participating in this
study.

Sincerely yours,

Sam. I. Okwuanaso

Stanley E. Hecker, Professor
Administration and Curriculum

APPENDIX D

TRANSMITTAL LETTER FOR PRINCIPALS

Department of Administration and Curriculum
College of Education, Room 417
Michigan State University
East Lansing, Michigan 48824

November 8, 1982

Dear Principal:

  Will you please give a few minutes of your time to indicate how to improve the quality of education in Anambra State of Nigeria.

  This study is being conducted through The Department of Administration and Curriculum at Michigan State University. The study concerns secondary school principals' and teachers' perceptions of the supervisory process.
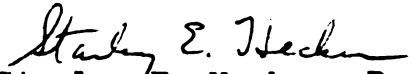
  Data from this study will be used to determine which supervisory processes are perceived by principals and teachers to be very important in the improvement of instruction.

  Representatives of secondary school principals and vice principals in Anambra State are included in this study. In order to obtain a true picture, it is important that a high percentage of responses from principals and vice-principals be received. Your support and cooperation are requested in helping to make this study a success.

  Your answers will be kept in strict confidence. Both you and your school will remain anonymous.

       Sincerely yours,

       Sam. I. Okwuanaso

       Stanley E. Hecker, Professor
       Administration and Curriculum

APPENDIX E

RESEARCH INSTRUMENT

SUPERVISORY STATEMENTS QUESTIONNAIRE

TEACHERS SURVEY

Part I. In order to properly evaluate your responses, it is necessary to collect certain information regarding the school, the background and experiences of the respondent. Please check the following items as appropriate.

1. Name of School: _____

2. Local Government Area of School: _____

3. Location of School:
    (   ) Urban Area
    (   ) Rural Area

4. Population of School:
    (   ) Under 300   (   ) 900 - 1,199
    (   ) 300 - 599   (   ) 1,200 - 1,499
    (   ) 600 - 899   (   ) 1,500 +

5. Number of teachers in your school:
    (   ) Under 10   (   ) 30 - 39
    (   ) 10 - 19   (   ) 40 +
    (   ) 20 - 29

6. Your Sex:
    (   ) Male
    (   ) Female

7. Total years of teaching experience:
    (   ) 3 years or less
    (   ) 4 - 7 years
    (   ) 8 - 11 years
    (   ) 12 - 15 years
    (   ) Over 15 years

8. Level of Education:
    (   ) National Certificate of Education
    (   ) Bachelors

(   ) Bachelors + NCE

(   ) Masters

(   ) Doctorate

9. Person responsible for supervision in the school (Check only <u>ONE</u>):

(   ) School Principal

(   ) Vice Principal

(   ) Zonal Superintendent of Schools

(   ) Other _____

10. Number of times your classes were observed by the principal, vice principal or zonal superintendent of schools (Check ALL).

(   ) Within the last 5 academic years

(   ) Within the last 2 academic years

(   ) Within the last academic year (1981/82)

(   ) Within this academic year (1982/83)

11. Teaching subject area:

(   ) Languages (Foreign and Nigerian)

(   ) Vocational Subjects (Agriculture, Business, Home Economics, and Technical/Industrial)

(   ) Moral and Religious Instruction

(   ) Physical Education

(   ) Mathematics

(   ) Art and Music

(   ) Science

(   ) Social Studies

* PLEASE CONTINUE TO PART II *

- 2 -

SUPERVISORY STATEMENTS QUESTIONNAIRE

PRINCIPALS SURVEY

Part I. In order to properly evaluate your responses, it is necessary to collect certain information regarding the school, the background and experiences of the respondent. Please check the following items as appropriate.

1. Local Government Area of School: _____

2. Location of School:
   (   ) Urban Area
   (   ) Rural Area

3. Population of School:
   (   ) Under 300   (   ) 900-1,199
   (   ) 300-599   (   ) 1,200-1,499
   (   ) 600-899   (   ) 1,500 +

4. Number of teachers in your school:
   (   ) Under 10   (   ) 30-39
   (   ) 10-19   (   ) 40 +
   (   ) 20-29

5. Your sex:
   (   ) Male
   (   ) Female

6. Total years of teaching experience before becoming a principal or vice principal:
   (   ) 3 years or less
   (   ) 3-6 years
   (   ) 7-10 years
   (   ) Over 10 years

7. Total years of experience as a principal or vice principal (include this year as one):
   (   ) 3 years or less
   (   ) 3-6 years

(   ) 7 - 10 years
(   ) Over 10 years

8. Please check whom you think should be responsible for <u>instructional</u> supervision in your school:

(   ) School Principal
(   ) Vice Principal
(   ) Zonal Superintendent of Schools
(   ) Other _____

9. Please give reasons why you feel that the person you checked in "8" is the most suitable person to assume the responsibility of instructional supervision in your school:

_____

_____

_____

_____

PART II: SUPERVISORY STATEMENTS

DIRECTIONS: Please read the direction for both Column I and
              Column II before starting this part of the ques-
              tionnaire. The term "Supervisor" refers to the
              person or persons responsible for supervision
              in your school. He/She may be the vice principal,
              the principal, the superintendent of schools or
              all of them.

Column I: Indicate whether each supervisory statement applies
            to your school. Circle "1" if it does and "2" if
            does not apply.

Column II: Whether or not the statement applies ("Yes" or "No"
            in Column I) indicate <u>your</u> <u>opinion</u> of the importance
            of the statement in the improvement of quality of
            teaching. Please circle only one response for each
            supervisory statement listed under this Column using
            the scale below.

<center>* <u>RATING SCALE FOR COLUMN II</u> *</center>

    1 = NOT IMPORTANT
    2 = SOMEWHAT IMPORTANT
    3 = IMPORTANT
    4 = VERY IMPORTANT

<center>- 3 -</center>

Example:

SUPERVISORY STATEMENTS	COLUMN I	COLUMN II
	Does statement apply to your school?	Degree of importance in improving quality of teaching
	1 **2** Yes No	**1** Not Important **2** Somewhat Important **3** Important **4** Very Important
1. Supervision is continual rather than occasional.	(1) 2	1 2 3 (4)
2. Experienced teachers are also supervised.	1 (2)	1 2 (3) 4

In the examples above, the respondent indicated that
supervision is continual in his school (Column I) and that
in his opinion continual supervision is very important in
the improvement of quality of teaching (Column II). The
respondent also indicated that experienced teachers are not
supervised in his school (Column I) but in his opinion super-
vising experienced teachers is important in the improvement
of quality of teaching (Column II).

SUPERVISORY STATEMENTS	COLUMN I		COLUMN II			
	Does statement apply to your school?		Dgree of importance in improving quality of teaching			
	1 Yes	2 No	1 Not Important	2 Somewhat Important	3 Important	4 Very Important
1. Supervision is continual rather than occasional.	1	2	1	2	3	4
2. Experienced teachers are also supervised.	1	2	1	2	3	4
3. Classroom observations by supervisors are scheduled and announced.	1	2	1	2	3	4
4. A pre-observation conference is held between the teacher and supervisor.	1	2	1	2	3	4
5. During the pre-observation conference the supervisor discusses with the teacher what he will be looking for during the classroom observation.	1	2	1	2	3	4
6. During classroom observation the supervisor enters the room before the period begins, and does not leave until the class period has ended.	1	2	1	2	3	4
7. The supervisor takes written notes during the classroom observation.	1	2	1	2	3	4

SUPERVISORY STATEMENTS	COLUMN I		COLUMN II			
	Does statement apply to your school?		Degree of importance in improving quality of teaching			
	1 Yes	2 No	1 Not Important	2 Somewhat Important	3 Important	4 Very Important
8. A post-observation conference is held between the supervisor and teacher to discuss and analyze the data collected during the observation.	1	2	1	2	3	4
9. During the post observation conference, the supervisor emphasizes both the teacher's weaknesses and strengths.	1	2	1	2	3	4
10. The supervisor thinks things out well before he works with the teacher.	1	2	1	2	3	4
11. The supervisor encourages the teacher to develop his own personal style of teaching.	1	2	1	2	3	4
12. The things the supervisor and the teacher do together help improve students' learning.	1	2	1	2	3	4
13. The supervisor and the teacher decide together how the supervisor can be most helpful.	1	2	1	2	3	4

SUPERVISORY STATEMENTS	COLUMN I Does statement apply to your school?		COLUMN II Degree of importance in improving quality of teaching			
	1 Yes	2 No	1 Not Important	2 Somewhat Important	3 Important	4 Very Important
14. The teacher enjoys working with the supervisor.	1	2	1	2	3	4
15. The supervisor and the teacher have enough time together to accomplish useful things.	1	2	1	2	3	4
16. The supervisor knows a great deal about teaching.	1	2	1	2	3	4
17. The supervisor and the teacher work on objectives that are important to the teacher.	1	2	1	2	3	4
18. The supervisor stimulates the teacher to do his best.	1	2	1	2	3	4
19. The supervisor helps the teacher to assess his progress.	1	2	1	2	3	4
20. The teacher respects the supervisor's competence.	1	2	1	2	3	4
21. There is continuity in the supervisor's work with the teacher.	1	2	1	2	3	4
22. The teacher understands what the supervisor means.	1	2	1	2	3	4

SUPERVISORY STATEMENTS	COLUMN I		COLUMN II			
	Does statement apply to your school?		Degree of importance in improving quality of teaching			
	1 Yes	2 No	1 Not Important	2 Somewhat Important	3 Important	4 Very Important
23. The supervisor is enthusiastic about working with the teacher.	1	2	1	2	3	4
24. The supervisor suggests useful things for discussion with the teacher.	1	2	1	2	3	4
25. The supervisor understands the needs of the teacher's pupils.	1	2	1	2	3	4
26. The supervisor helps the teacher set goals for improving his teaching.	1	2	1	2	3	4
27. The supervisor maintains high professional standards in working with the teacher.	1	2	1	2	3	4
28. The supervisor and the teacher work together as partners in the improvement of teaching and learning.	1	2	1	2	3	4
29. Both the supervisor and the teacher gain from working together.	1	2	1	2	3	4

SUPERVISORY STATEMENTS	COLUMN I		COLUMN II			
	Does statement apply to your school?		Degree of importance in improving quality of teaching			
	1 Yes	2 No	1 Not Important	2 Somewhat Important	3 Important	4 Very Important
30. The supervisor helps the teacher develop long term plans for his teaching.	1	2	1	2	3	4
31. The supervisor lets the teacher know his/her feelings about the teacher's teaching.	1	2	1	2	3	4
32. The supervisor respects the teacher's competence as a professional.	1	2	1	2	3	4
33. The supervisor encourages the teacher to evaluate his teaching.	1	2	1	2	3	4
34. The supervisor and the teacher work comfortably together.	1	2	1	2	3	4
35. The supervisor is generally available when the teacher wants to work with him/her.	1	2	1	2	3	4
36. The supervisor shows the teacher new ways to look at his teaching.	1	2	1	2	3	4
37. The supervisor is honest with the teacher.	1	2	1	2	3	4

SUPERVISORY STATEMENTS	COLUMN I		COLUMN II			
	Does statement apply to your school?		Degree of importance in improving quality of teaching			
	1 Yes	2 No	1 Not Important	2 Somewhat Important	3 Important	4 Very Important
38. The supervisor is confident of his/her professional ability.	1	2	1	2	3	4
39. The supervisor makes suggestions that the teacher finds useful.	1	2	1	2	3	4
40. The supervisor is willing to raise difficult issues if he/she feels resolving them is important.	1	2	1	2	3	4
41. The supervisor is someone with whom the teacher can be honest.	1	2	1	2	3	4

42. Please indicate what you think is the primary purpose of supervision (CHECK ONLY ONE).

   (   ) To grant approval for opening a school.

   (   ) To take a decision about the promotion of a teacher.

   (   ) To decide on the upgrading of a school.

   (   ) To improve instruction in the classroom.

   (   ) To protect children from incompetent teaching.

COMMENTS: - Any comments you might have concerning supervision in general will be appreciated.

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APPENDIX F

CODES FOR PART I OF THE RESEARCH INSTRUMENT

APPENDIX F

Codes for Part I of the Research Instrument

Var.	Question Number	Text	Column Number
		Subject Identification	1-4
		1000 = Principals	
		2000 = Teachers	
1	Y-1*	Name of School	5/7

100	= Enugu Local Govt Area
200	= Onitsha Local Govt Area
300	= Uzo-Uwani Local Govt Area
400	= Anambra Local Govt Area
101	= College of Immaculate Conception, Enugu
102	= Uwani Sec. School, Enugu
103	= Girls High School, Awkunanaw
104	= Boys High School, Awkunanaw
105	= Queen's School, Enugu
201	= Dennis Mem. Gram. School, Onitsha
202	= Girls Sec. Schl. Onitsha
203	= Fed. Govt Girls College, Onitsha
204	= Ado Girls Sec. Schl.,Onitsha
205	= Metu Mem. Sec. Schl, Onitsha
206	= Modebe Mem. Sec. Schl, Onitsha
207	= Boys High School, Onitsha
208	= New Era Girls Sec. Schl., Onitsha
209	= Queen of the Rosary College, Onitsha
210	= Comprehensive Sec. Schl, Onitsha
211	= Christ the King College,Onitsha
212	= Metropolitan Sec. Schl, Onitsha
213	= Washington Memorial Sec. Schl, Onitsha
301	= Uzo-Uwani Sec.Sch., Adani
302	= Community Boys' Sec. Schl., Ifite-Ogwari
303	= Adada Sec. Schl, Nkpologu
304	= Community Sec. Schl. Omor
305	= Atta Mem. High Schl., Adaba
401	= Girls High School, Nteje
402	= Girls High School, Umuleri

*Teachers Questionnaire

Var.	Question Number	Text	Column Number
	403	= Girls High School, Nkwelle-Ezunaka	
	404	= Boys Sec. Schl, Nkwelle-Ezunaka	
	405	= Girls High School, Umunya	
	406	= Boys High School, Umunya	
	407	= Joseph Memorial High Schl., Aguleri	
	408	= Boys High School, Ogbunike	
	409	= Boys Sec. Schl., Awkuzu	
	410	= Community Boys Schl., Nnado	
	411	= Community Sec. Schl, Umueze-Anam	
2	Y-2/R-1* Local Government Area		8
	1	= Enugu	
	2	= Onitsha	
	3	= Uzo-Uwani	
	4	= Anambra	
3	Y-3/R-2 Location of School		9
	1	= Urban	
	2	= Rural	
4	Y-4/R-3 Population School		10
	1	= Under 300	
	2	= 300-599	
	3	= 600-899	
	4	= 900-1,199	
	5	= 1,200-1,499	
	6	= 1,500+	
5	Y-5/R-4 Number of Teachers		11
	1	= Under 10	
	2	= 10-19	
	3	= 20-29	
	4	= 30-39	
	5	= 40+	
6	Y-6/R-5 Sex		12
	1	= Male	
	2	= Female	

*Principals Questionnaire

Var.	Question Number	Text	Column Number
7	Y-7	Years of Teaching Experience	13

    1   = 3 years or less
    2   = 4-7 years
    3   = 8-11 years
    4   = 12-15 years
    5   = 15 years+

| 8 | R-6 | Pre-Administrative Teaching Experience | 14 |

    1   = 3 years or less
    2   = 3-6 years
    3   = 7-10 years
    4   = 10 years+

| 9 | R-7 | Administrative Experience | 15 |

    1   = 3 years or less
    2   = 3-6 years
    3   = 7-10 years
    4   = 10 years+

| 10 | Y-8 | Level of Education | 16 |

    1   = National Certificate of Education (NCE)
    2   = Bachelors
    3   = Bachelors + NCE
    4   = Masters
    5   = Doctorate

| 11 | Y-9/R-8 | Persons Responsible for Supervision | 17 |

    1   = School Principal
    2   = Vice Principal
    3   = Zonal Superintendent of Schools
    4   - Subjects Heads
    5   = Checked 1 + 2 + 3
    6   = Checked 1 + 2
    7   = Checked 1 + 3

| 12 | Y-10 | Number of Times Supervised | 18 |

    1   = None within the last 5 academic years
    2   = Once within the last 5 academic years

Var.	Question Number	Text	Column Number
12 Cont		3 = 2 times within the last 5 academic years	
		4 = 3 times within the last 5 academic years	
		5 = 4 times within the last 5 academic years	
		6 = 5 times within the last 5 academic years	
13	Y-11-1	Languages (Foreign and Nigerian)	19
		∅ = Blank or No	
		1 = Yes	
14	Y-11-2	Vocational Subjects	20
		∅ = Blank or No	
		1 = Yes	
15	Y-11-3	Moral and Religious Instruction	21
		∅ = Blank or No	
		1 = Yes	
16	Y-11-4	Physical Education	22
		∅ = Blank or No	
		1 = Yes	
17	Y-11-5	Mathematics	23
		∅ = Blank or No	
		1 = Yes	
18	Y-11-6	Art and Music	24
		∅ = Blank or No	
		1 = Yes	
19	Y-11-7	Science	25
		∅ = Blank or No	
		1 = Yes	
20	Y-11-8	Social Studies	26
		∅ = Blank or No	
		1 = Yes	

Var.	Question Number	Text	Column Number
21	R-9	Reason for being most suitable to supervise	27-28

10. Principal "No further reason"
   11. His authority will make him supervise better.
   12. Knows the students and the teachers better.
   13. Provides a more regular and a more systematic supervision than the superintendent of schools.

20. Vice Principal "No further reason"
   21. Provides a more regular and systematic supervision than the principal and the superintendent of schools.
   22. Closer to students than the principal and superintendent of schools.

30. Superintendent of schools "No further reason"
   31. Gives a mroe objective assessment
   32. Supplements internal supervision
   33. Commands greater respect than the principal.

40. Head of departments/Dean of studies "No further reason"
   41. Greater knowledge of the subject area.

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