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SELECTED SOUTHEASTERN STATES

East Tennessee State University

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SUPERVISORS' PERCEPTIONS OF SPECIFIED COMPETENCIES
IN SELECTED SOUTHEASTERN STATES

A Dissertation
Presented to
the Faculty of the Department of Supervision and Administration
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Robert Joel Parkins
August 1981

APPROVAL

This is to certify that the Advanced Graduate Committee of

ROBERT JOEL PARKINS

met on the

9th day of July, 19 81.

The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council and the Dean of the School of Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education.

Robert G. Shepard
Chairman, Advanced Graduate Committee

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Dean, School of Graduate Studies

Abstract

SUPERVISORS' PERCEPTIONS OF SELECTED COMPETENCIES IN SELECTED SOUTHEASTERN STATES

by

Robert Joel Parkins

The problem of this study was to determine if differences existed in the supervisors' perceptions of the importance of specified supervisory competencies. A list of thirty-six competencies which had been developed and validated by Ben M. Harris was adopted. Competencies were defined as any combination of knowledge and skill that is adequate for accomplishing some specified outcome. Included in the study were supervisors at the state department level in nine Southeastern states which were as follows: Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, South Carolina, Tennessee, and Virginia. Forty supervisors at the state department level were randomly selected from each state.

Thirty-six null hypotheses were formulated to be tested at the .05 level of significance. Each hypothesis concerned a specific competency. Competencies were grouped according to task area.

The analysis of variance was used as the first step in data analysis. This yielded an F ratio which indicated whether or not a significant difference existed. If a significant difference was revealed a follow-up test was conducted to determine where specific differences lay. The Newman-Keuls procedure was used for this purpose.

Significant differences were revealed in only eight of the thirty-six hypotheses tested which were concerned with the following competencies:

- A-3 Developing and adapting curricula
- C-2 Recruiting and selecting personnel
- C-3 Assigning personnel
- F-3 Designing in-service training sessions
- F-4 Conducting in-service training sessions
- G-1 Informing the public
- H-1 Developing educational specifications
- I-4 Analyzing and interpreting data

Thus, the null hypothesis was rejected for hypotheses 3, 8, 9, 19, 20, 27, 30, and 36.

Major conclusions indicated that generally supervisors from the nine states did not differ significantly. This was not consistent with

the diversity of roles and perceptions of supervisors as proclaimed by the literature. Even when significant differences existed specific differences between states were minimal. The F probability in seventeen competencies exceeded the 0.2500 level which indicated little difference and possibly some correlation existed. Recommendations included future research in supervision, clarification of supervisory roles and job descriptions, and implications for universities with graduate programs in supervision.

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Chapter 1

INTRODUCTION

The primary purpose of supervision is to improve instruction. Throughout the years, various approaches and techniques have been employed to achieve that goal. Ben Harris defined supervision as "what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning."¹

In an organizational sense, supervisory positions in public education are staff rather than line positions, which means their function is primarily consultative rather than authoritative. Specific roles, tasks, and competencies vary from school system to school system. Even their titles vary from director, supervisor, assistant superintendent for instruction, and others. Specific job descriptions are unique to a school system.

Various authorities have developed specific functions or tasks for supervision. Although there is some variance, the essential components include direction, control, observation, and appraisal. In-service development, stimulation of effort toward attainment of goals, observation to determine when minor adjustments must be made, and appraisal of progress and outcome are common functions of a supervisor of instruction.²

¹Ben M. Harris, Supervisory Behavior in Education (2d ed.; Englewood Cliffs, New Jersey: Prentice-Hall, 1975), pp. 10-11.

²Stephen J. Knezevich, Administration of Public Education (3d ed.; New York: Harper and Row, 1975), p. 366.

In the past, supervisors have typically been seen as minor functionaries with supervision being a relatively dormant activity. Various factors have contributed to a change in this image, however. In the future, supervision may be given more emphasis and viewed as an essential component in education.³

The Problem

The problem of the study was to determine differences in supervisors' perceptions of the importance of specified supervisory competencies involving supervisors at the state department level in eleven South-eastern states.

Significance of the Study

Supervision is a specialized field which should be staffed with competent and talented personnel who have specialized training in supervision skills. The role of the supervisor is determined by the tasks assigned in which competencies are prerequisite. The roles which supervisors play vary from state to state and from locality to locality. Superintendents, principals, and supervisors themselves help define the supervisor's role.⁴

Robert Alfonso, Gerald Firth, and Richard Neville reported that there is great confusion about the role of the supervisor in education

³Thomas J. Sergiovanni and Robert J. Starratt, Supervision: Human Perspectives (2d ed.; New York: McGraw-Hill, 1979), p. 1.

⁴Peter F. Oliva, Supervision for Today's Schools (New York: Harper and Row, 1976), p. 12.

and little emphasis has been given to the study of the supervisory role in terms of the formal organization of the school.⁵ Peter Oliva added that not only are supervisory roles somewhat blurred but in some school systems it is not uncommon for teachers to be unaware of the availability of supervisory help.⁶

Perhaps Harris summed up the perspective of supervision best when he stated:

Supervision, like any complex part of an even more complex enterprise, can be viewed in various ways and inevitably is. The diversity of perceptions stems not only from organizational complexity but also from lack of information and absence of perspective. To provide perspective at least, the total school operation must be the point of departure for analyzing instructional supervision as a major function.⁷

Harris further stated that competence was the capacity to perform. The effectiveness with which a supervisor accomplishes tasks may be altered by diverse problems and situations. He believed that essential competencies for supervisory staffs could be identified as a basis for both staffing and training.⁸

Therefore, job descriptions should allude to the differential and specific roles of supervisors. These are also implications for universities with graduate programs in supervision and administration.

⁵Robert J. Alfonso, Gerald R. Firth, and Richard F. Neville, Instructional Supervision: A Behavior System (Boston: Allyn and Bacon, 1975), p. 53.

⁶Oliva, p. 5.

⁷Harris, pp. 2-3.

⁸Harris, p. 25.

Assumptions

Before initiating the study, several assumptions were made. They included:

1. School systems could benefit from the study in developing job descriptions for supervisors and principals.
2. Universities with graduate programs in supervision and administration could benefit from the study in evaluating and changing program content.
3. The participants in the study would respond to the instrument honestly and seriously.
4. The participants in the study would be representative of state department supervisors in the Southeastern United States.
5. The most important competencies could be obtained by forced choice of ranking the importance of thirty-six competencies.
6. A return of 50 percent representing at least six of the eleven states would be adequate for data analysis.

Limitations of the Study

The following limitations were placed on the study:

1. Responses were limited to a list of thirty-six competencies adopted for the study from Ben M. Harris.⁹
2. Responses were limited to those from supervisors at the state

⁹Adapted from "Critical Competency Statements" published in Professional Supervisory Competencies, Austin, Texas: Special Education Supervisor Training Project. Ben M. Harris, Co-Director. Revised edition, 1975. Original validation of these "statements" funded by BEH/USOE (IAC) 72-73-1257, a grant to the Texas Education Agency and the College of Education, The University of Texas at Austin.

department level in eleven Southeastern states, which included Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

3. The study was limited to spring and summer of 1981.

Definitions of Terms

Competencies of Supervisory Personnel

Competencies of supervisory personnel are any combination of knowledge and skill that is adequate for accomplishing some specified outcome, even though insufficient for the completion of an entire task.¹⁰

Instructional Supervision

Supervision of instruction is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning.¹¹

Perception

A perception is a direct or intuitive cognition; a capacity for comprehension; insight.¹²

State Department Supervisor

For purposes of the study, a state department supervisor is one at the state department of education level.

¹⁰Harris, p. 17.

¹¹Harris, pp. 10-11.

¹²Webster's Seventh New Collegiate Dictionary (Springfield, Massachusetts: G. and C. Merriam, 1969), p. 626.

Supervisor

A supervisor is an official who has the improvement of the curriculum and instruction as the primary responsibility.¹³

Validated Instrument

A validated instrument is an instrument which has been validated by field testing or a pilot study.

Hypotheses

The following hypotheses, stated in the null format, were considered relevant to the study:

1. There will be no significant difference in the perceptions of the importance of setting instructional goals between supervisors of each state as compared to supervisors of each of the other states.

2. There will be no significant difference in the perceptions of the importance of designing instructional units between supervisors of each state as compared to supervisors of each of the other states.

3. There will be no significant difference in the perceptions of the importance of developing and adapting curricula between supervisors of each state as compared to supervisors of each of the other states.

4. There will be no significant difference in the perceptions of the importance of evaluating and selecting learning materials between supervisors of each state as compared to supervisors of each of the other states.

5. There will be no significant difference in the perceptions of

¹³Oliva, p. 7.

the importance of producing learning materials between supervisors of each state as compared to supervisors of each of the other states.

6. There will be no significant difference in the perceptions of the importance of evaluating the utilization of learning resources between supervisors of each state as compared to supervisors of each of the other states.

7. There will be no significant difference in the perceptions of the importance of developing a staffing plan between supervisors of each state as compared to supervisors of each of the other states.

8. There will be no significant difference in the perceptions of the importance of recruiting and selecting personnel between supervisors of each state as compared to supervisors of each of the other states.

9. There will be no significant difference in the perceptions of the importance of assigning personnel between supervisors of each state as compared to supervisors of each of the other states.

10. There will be no significant difference in the perceptions of the importance of revising existing structures between supervisors of each state as compared to supervisors of each of the other states.

11. There will be no significant difference in the perceptions of the importance of assimilating programs between supervisors of each state as compared to supervisors of each of the other states.

12. There will be no significant difference in the perceptions of the importance of monitoring new arrangements between supervisors of each state as compared to supervisors of each of the other states.

13. There will be no significant difference in the perceptions of the importance of analyzing and securing services between supervisors of

each state as compared to supervisors of each of the other states.

14. There will be no significant difference in the perceptions of the importance of orienting and utilizing special personnel between supervisors of each state as compared to supervisors of each of the other states.

15. There will be no significant difference in the perceptions of the importance of scheduling services between supervisors of each state as compared to supervisors of each of the other states.

16. There will be no significant difference in the perceptions of the importance of evaluating the utilization of services between supervisors of each state as compared to supervisors of each of the other states.

17. There will be no significant difference in the perceptions of the importance of supervising in a clinical mode between supervisors of each state as compared to supervisors of each of the other states.

18. There will be no significant difference in the perceptions of the importance of planning for individual growth between supervisors of each state as compared to supervisors of each of the other states.

19. There will be no significant difference in the perceptions of the importance of designing in-service training sessions between supervisors of each state as compared to supervisors of each of the other states.

20. There will be no significant difference in the perceptions of the importance of conducting in-service training sessions between supervisors of each state as compared to supervisors of each of the other states.

21. There will be no significant difference in the perceptions of the importance of training for leadership roles between supervisors of each state as compared to supervisors of each of the other states.

22. There will be no significant difference in the perceptions of the importance of assessing needs for in-service education between supervisors of each state as compared to supervisors of each of the other states.

23. There will be no significant difference in the perceptions of the importance of developing a master plan between supervisors of each state as compared to supervisors of each of the other states.

24. There will be no significant difference in the perceptions of the importance of writing a project proposal between supervisors of each state as compared to supervisors of each of the other states.

25. There will be no significant difference in the perceptions of the importance of designing a self-instructional packet between supervisors of each state as compared to supervisors of each of the other states.

26. There will be no significant difference in the perceptions of the importance of designing a training program series between supervisors of each state as compared to supervisors of each of the other states.

27. There will be no significant difference in the perceptions of the importance of informing the public between supervisors of each state as compared to supervisors of each of the other states.

28. There will be no significant difference in the perceptions of the importance of involving the public between supervisors of each state as compared to supervisors of each of the other states.

29. There will be no significant difference in the perceptions of the importance of utilizing public opinion between supervisors of each state as compared to supervisors of each of the other states.

30. There will be no significant difference in the perceptions of the importance of developing educational specifications between supervisors of each state as compared to supervisors of each of the other states.

31. There will be no significant difference in the perceptions of the importance of planning for remodeling between supervisors of each state as compared to supervisors of each of the other states.

32. There will be no significant difference in the perceptions of the importance of outfitting a facility between supervisors of each state as compared to supervisors of each of the other states.

33. There will be no significant difference in the perceptions of the importance of observing and analyzing teaching between supervisors of each state as compared to supervisors of each of the other states.

34. There will be no significant difference in the perceptions of the importance of designing a questionnaire between supervisors of each state as compared to supervisors of each of the other states.

35. There will be no significant difference in the perceptions of the importance of interviewing in-depth between supervisors of each state as compared to supervisors of each of the other states.

36. There will be no significant difference in the perceptions of the importance of analyzing and interpreting data between supervisors of each state as compared to supervisors of each of the other states.

Procedures

The following procedures were followed in conducting the study:

1. A review of related literature was conducted.
2. A letter was written to Ben M. Harris, Professor Educational Administration, University of Texas, requesting permission to use his list of thirty-six supervisory competencies in the study.
3. Letters were written and sent to the chief state school officers of the eleven Southeastern states requesting a listing of supervisors at the state department level, including their addresses.
4. Three weeks later a follow-up letter was sent to the states from which a response had not been received.
5. Supervisors at the state department level were randomly selected from each state to participate in the study. Forty supervisors were selected from each state.
6. An instrument was developed by adopting Ben M. Harris' thirty-six competencies. Permission was granted by Harris to use these competencies.
7. A letter was written and mailed along with the instrument explaining the purpose and soliciting supervisors' responses.
8. Two weeks later a follow-up letter and another instrument was mailed to those selected for the study who had not responded.
9. When at least 50 percent of the responses were collected representing a minimum of six of the eleven states and one month had elapsed, the data were analyzed and recorded in tables.

Organization of the Study

The organization of the study was as follows:

Chapter 1 contains an introduction to the study, statement of the problem, hypotheses, significance of the study, assumptions, limitations of the study, definitions, procedures, and organization of the study.

Chapter 2 contains a review of related literature.

Chapter 3 contains the design of the study.

An analysis of the data is in Chapter 4.

A summary, conclusions, and recommendations are in Chapter 5.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

Supervisory roles have changed dramatically throughout the years. The first supervisors were clergymen or selectmen of the colonial period. Their primary function was inspectoral in nature and was frequently accomplished by quizzing pupils daily. The techniques employed were highly subjective and the validity was questionable.

From the Civil War until the twentieth century, supervisory responsibilities were shifted to professional personnel but the function remained inspectoral, assuring compliance of teachers to rules and regulations. The supervisor was viewed as an evaluator of teaching performance.

Improvement of instruction was the main emphasis of supervision from around the twentieth century to about 1935. Through observations, teacher weaknesses were pinpointed and the supervisor's job was to assist the teacher in overcoming those weaknesses. The need for highly talented professionals was established during this period.

From 1935 to present, the emphasis continued to be on improvement of instruction but has been broadened to include professional development of teachers. Techniques include in-service education, special studies, clinical supervision, and others according to Stephen J. Knezevich.¹

¹Stephen J. Knezevich, Administration of Public Education (3d ed.; New York: Harper and Row, 1975), p. 369.

Selected Views of Instructional Supervision

Much has been written about supervision by various authorities in the field. Robert L. Katz identified three basic skills that he believed were vital to successful supervision--technical, human, and conceptual.²

Technical skills refer to the ability to use knowledge, methods, and techniques to perform specific tasks. Planning in-service, developing curriculum, purchasing instructional equipment, and making arrangements for facilities are examples of technical skills.³

Human skills refer to the supervisor's ability to work with people. Verbal and nonverbal communication are important as are warmth, friendliness, patience, and a sense of humor. The supervisor needs to possess an infectious enthusiasm and persuasiveness to effect change and promote improvement of instruction. The supervisor should be familiar with such techniques as sensitivity training, group dynamics, and various other techniques for developing human relations.⁴

The ability to view the school, the system, and the educational program as a whole is referred to as conceptual skills. The effective supervisor will acknowledge the various components of the instructional program and their interdependence on one another.⁵

²Robert L. Katz, "Skills of an Effective Administrator," Harvard Business Review, XXXIII, No. 1 (1955), 33-42, cited by Thomas J. Sergiovanni and Robert J. Starratt, Supervision: Human Perspectives (2d ed.; New York: McGraw-Hill, 1979), p. 25.

³Sergiovanni and Starratt, pp. 33-42.

⁴Sergiovanni and Starratt, pp. 33-42.

⁵Sergiovanni and Starratt, pp. 33-42.

A conceptual model of supervision was presented by Peter F. Oliva. The model consists of four primary roles of the supervisor, three domains within which the supervisor works, and a foundation bed which undergirds the whole system and shows the sources of the supervisor's knowledge and skills.⁶

Coordinator, consultant, group leader, and evaluator are the four roles identified by Oliva. The supervisor serves as a coordinator of programs, groups, materials, and reports. As a specialist in curriculum, instruction, and teacher development, the supervisor serves in a consulting capacity both to individual teachers and groups of teachers.⁷

As a group leader the supervisor continuously works with groups of teachers seeking improvement in teacher, instructional, and curriculum development.⁸

Assistance to teachers in the evaluation of instruction and curriculum is the main emphasis of the supervisor as an evaluator. Identifying problems and searching for solutions through limited research projects and review of research are included in this role.⁹

Teacher development, instructional development, and curriculum development are the three domains of supervision. They are overlapping and interrelated and require the supervisor to possess a wide repertoire of knowledge, skills, and techniques.¹⁰

Certain types of knowledge, skills, and personal traits are derived

⁶Peter F. Oliva, Supervision for Today's Schools (New York: Harper and Row, 1976), p. 13.

⁷Oliva, p. 13.

⁸Oliva, p. 13.

⁹Oliva, p. 14.

¹⁰Oliva, p. 14.

from the foundations of supervision. The multiplicity of areas suggests a broad training program is needed for supervisors. The foundations include:

- | | |
|-----------------------------|---|
| 1. Instructional Technology | 8. Management |
| 2. Curriculum Theory | 9. Learning Theory |
| 3. Group Interaction | 10. History of Education |
| 4. Counseling | 11. Communication Theory |
| 5. Sociology | 12. Personality Theory |
| 6. Disciplines | 13. Philosophy of Education ¹¹ |
| 7. Evaluation | |

Supervisory roles were differentiated from administrative roles by Thomas J. Sergiovanni and Robert J. Starratt. Supervisors in education are expected to be experts in educational and instructional matters while the principal can get along quite well with only a conversational acquaintance with classroom organizational patterns, problems, and prospects.¹²

The supervisor must also live in two worlds and speak two languages-- the language of teachers and the language of administrators. He must mediate difficulties in communication and perspective between the two worlds without alienating either.¹³

Supervisors have limited authority as they are often considered "staff" rather than "line" officers. Consequently they rely heavily on

¹¹Oliva, pp. 14-16.

¹²Thomas J. Sergiovanni and Robert J. Starratt, Supervision: Human Perspectives (2d ed.; New York: McGraw-Hill, 1979), p. 17.

¹³Sergiovanni and Starratt, p. 18.

functional authority conferred by their knowledge as educational and instructional leaders and on personal leadership characteristics as sources of authority to influence both teachers and administrators.¹⁴

Keith Davis identified five viewpoints of the supervisor's role in the hierarchy of the school. The person in the middle view depicts the supervisor as mediating between the two opposing worlds of teachers and administrators. Administrators are seen as task-oriented while teachers are seeking a more relaxed and congenial atmosphere in which to work. Supervisors are caught in the middle trying to reconcile differences.¹⁵

The supervisor as a marginal person is also in the middle but is excluded from important decisions affecting the school. Neither group accepts the supervisor and he is ignored for the most part.¹⁶

The another-teacher view affords supervisors low authority and status and permits them only minimum discretion. Their role is considered as liaison persons upon whom administrators rely to get the word down to teachers.¹⁷

The human relations specialist is considered a staff specialist charged with the care and maintenance of the human side of the school. Their job is to get along with teachers and be sympathetic to their problems in an attempt to gain their cooperation and compliance to

¹⁴Sergiovanni and Starratt, p. 18.

¹⁵Keith Davis, Human Behavior at Work: Human Relations and Organizational Behavior (4th ed.; New York: McGraw-Hill, 1972), cited by Sergiovanni and Starratt, p. 19.

¹⁶Sergiovanni and Starratt, p. 20.

¹⁷Sergiovanni and Starratt, p. 20.

administrative directives.¹⁸

As a human resources link the supervisor is viewed as a key member of the school's leadership team and a critical link between the school's organizational and management subsystem and its educational-instructional subsystem. Although this is an in-the-middle role, the supervisor serves an integrating rather than a buffering role.¹⁹

Ten tasks of supervision were suggested by Ben M. Harris. Under each task are specific competencies that describe the kinds of professional behaviors that supervision programs require. The ten task areas and a brief description of each are:

Task 1. Developing curriculum. Designing or redesigning that which is to be taught, by whom, when, where, and in what pattern.

Task 2. Organizing for instruction. Making arrangements whereby pupils, staff, space, and materials are related to time and instructional objectives in coordinate and efficient ways.

Task 3. Providing staff. Assuring the available of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction.

Task 4. Providing facilities. Designing or redesigning and equipping facilities for instruction.

Task 5. Providing materials. Selecting and obtaining appropriate materials for use in implementing curricular designs.

Task 6. Arranging for in-service education. Planning and implementing learning experiences that will improve the performance of the staff in instruction-related ways.

Task 7. Orienting staff members. Providing staff members with basic information necessary to carry out assigned responsibilities.

Task 8. Relating special pupil services. Arranging for careful coordination of services to children to ensure optimum support for the teaching process.

Task 9. Developing public relations. Providing for a free flow of information on matters of instruction to and

¹⁸Sergiovanni and Starratt, p. 20.

¹⁹Sergiovanni and Starratt, p. 20.

from the public while securing optimum levels of involvement in the promotion of better instruction.

Task 10. Evaluating instruction. Planning, instrumenting, organizing, and implementing procedures for data gathering, analysis and interpretation, and decision making for improvement of instruction.²⁰

Robert J. Alfonso, Gerald R. Firth, and Richard F. Neville analyzed instructional supervision as a behavior system. They attempted to do this by defining a theory based upon research findings rather than through task analysis.²¹ Four research bases for instructional supervisory behavior were identified: leadership theory, communication theory, organization theory, and change theory.²²

Three major categories encompass the four research bases for instructional supervisory behavior. Interpersonal components are those which deal with the relationships of a person with others. Milieu components deal with the relationships of a person to the environment in which he functions. Those which deal with the alternatives available to a person who decides to alter the relationships of people to each other or to their environment are intervention components.²³

A skill-mix was recommended to provide the base for effective supervisory performance. Technical skills needed include knowledge, understanding, and complex functions related to particular performance tasks

²⁰Ben M. Harris, Supervisory Behavior in Education (2d ed.; Englewood Cliffs, New Jersey: Prentice-Hall, 1975), pp. 11-12.

²¹Robert J. Alfonso, Gerald R. Firth, and Richard F. Neville, Instructional Supervision: A Behavior System (Boston: Allyn and Bacon, 1975), p. 33.

²²Alfonso, Firth, and Neville, p. 37.

²³Alfonso, Firth, and Neville, p. 207.

or activities. Human relations skills support motivation of personnel as well as improve their commitment to the organization. Administrative or managerial skills involves the supervisory conveying, promoting, and refining the linkage between the individual and the organization within which he functions. Productivity is heightened by assisting and supporting the work of subordinates thereby promoting work effectiveness in a positive direction.²⁴

Morris L. Cogan promoted the practice of clinical supervision which, as opposed to general supervision, focuses upon the improvement of the teacher's classroom instruction. It is concerned with what the teacher and students do in the classroom during the teaching-learning processes.²⁵

The cycle of clinical supervision included eight phases:

1. Establishing the teacher-supervisor relationship.
2. Planning with the teacher.
3. Planning the strategy of observation.
4. Observing instruction.
5. Analyzing the teaching-learning processes.
6. Planning the strategy of the conference.
7. The conference.
8. Renewed planning.²⁶

The central objective of clinical supervision is to enable the teacher to become competent in analyzing one's own teaching, developing

²⁴Alfonso, Firth, and Neville, pp. 8-11.

²⁵Morris L. Cogan, Clinical Supervision (Boston: Houghton Mifflin, 1973), p. 9.

²⁶Cogan, pp. 10-12.

a program of self-improvement, being motivated to work without supervision, and making progress when working alone.²⁷

William H. Lucio and John D. McNeil identified supervisors in various roles, titles, and positions. Supervision is viewed as a synthesizing process which assimilates predicted consequences suggested by various theories. Judgments can be made about the desirability of consequences in unique situations.²⁸

The functions of supervision can be summarized as:

1. To propose desirable ends or results to be attained.
2. To develop programs and procedures that promise to produce the results desired.
3. To see whether the desired and desirable results actually are obtained from the procedures followed.²⁹

Kimball Wiles and John T. Lovell defined supervisory behavior as an additional behavior system formally provided by the organization for the purpose of interacting with the teaching behavior system in such a way as to maintain, change, and improve the provision and actualization of learning opportunities for students.³⁰

At various times the teacher, principal, supervisor, and superintendent may assume a role involving supervisory behavior. Functions of instructional supervisory behavior include goal development, program

²⁷Cogan, p. 13.

²⁸William H. Lucio and John D. McNeil, Supervision in Thought and Action (3d ed.; New York: McGraw-Hill, 1979), p. x.

²⁹Lucio and McNeil, p. 44.

³⁰Kimball Wiles and John T. Lovell, Supervision for Better Schools (4th ed.; Englewood Cliffs, New Jersey: Prentice-Hall, 1975), p. 6.

development, control and coordination, motivation, problem solving, professional development, and evaluation of educational outcomes.³¹

Categories of supervisory behavior that are fundamental and persistent in a wide array of supervisory activities involve three processes: the process of releasing human potential, leadership behavior as a process of supervision, and communication as a crucial process of supervisory behavior.³²

Techniques and Roles of Supervision

Various techniques of supervision are available for the practitioner. Robert L. Burke identified four types of objectives which are incorporated with the five stages of clinical supervision. They include student process objectives, student terminal objectives, teacher process objectives, and teacher terminal objectives.³³

Alice Denham differentiated clinical supervision from general supervision. Clinical supervision involves in-class and face-to-face interaction relationships between teachers and supervisors as contrasted with general supervision, which includes in-service activities, developing and implementing curricula, orientation programs for new teachers, and the like.³⁴

³¹Wiles and Lovell, p. 8.

³²Wiles and Lovell, p. 47.

³³Robert L. Burke, "Improving Instruction with Management by Objectives and Clinical Supervision," Contemporary Education, XLIX (Fall, 1977), 29-32.

³⁴Alice Denham, "Clinical Supervision: What We Need to Know About Its Potential for Improving Instruction," Contemporary Education, LXIX (Fall, 1977), 33-37.

Denham stated that there was ample evidence that in-class work with teachers is shamefully neglected in today's schools. On the contrary, very little research has been conducted specifically to assess how much or whether clinical supervision really improves instruction.³⁵

The two main goals of clinical supervision is to facilitate improved instruction and teacher growth toward self-supervision as reported by Charles A. Reavis. The emphasis is on enhancing the professional status of the teacher in the supervision-teacher relationship. It rests on the conviction that instruction can only be improved by direct feedback to a teacher on aspects of his or her teaching that are of concern to that teacher.³⁶

Three steps for the instructional supervisor to assume more vigorous leadership and guide more steadfastly were proposed by Harris. They are:

1. Mastery of an array of professional supervisory competencies.
2. Development of cooperative, collaborative relationships with principals and teachers based on mutual respect, understanding of differentiated responsibilities, clearly defined roles, and realistic expectations.
3. Cooperative evaluation in which teachers are deeply involved with peers, principals, and supervisors in observing and analyzing their own behavior.³⁷

In a study conducted by Willis D. Copeland and Donald R. Atkinson, seventy-three elementary teaching credential candidates enrolled in a fifth-year program at the University of California served as subjects.

³⁵Denham, pp. 33-37.

³⁶Charles A. Reavis, "Clinical Supervision: A Timely Approach," Educational Leadership, XXXIII (February, 1976), 360-63.

³⁷Ben M. Harris, "Supervisor Competence and Strategies for Improving Instruction," Educational Leadership, XXXIII (February, 1976), 332-33.

They rated supervisors' performances on a questionnaire adapted from the Supervisor Effectiveness Rating Scale after listening to two scripts. One script typified directive supervisory behavior by declarative and expository statements and an authoritarian posture. The other typified nondirective supervisory behavior by interrogatory and reflective statements and an egalitarian posture. Significant differences were obtained for seven of the eight concepts and the teachers clearly preferred directive supervisory behavior.³⁸

Jan McClain conducted a study involving a sample of Texas supervisors. Their reactions to a questionnaire indicated they felt that their roles were becoming more advisory and less threatening and authoritative. Although clerical tasks had increased, the expectation prevailed that supervisors should be more directly involved with people. Their role had changed to a more democratic leadership style but there was a need for supervision to retain enough administrative strength for effective staff evaluation. Less "supervision" and a more cooperative team spirit existed among teachers and administrators. Most of their time was consumed in reviewing new instructional materials with clerical work rated as second in time consumption.³⁹

A working group of the Association for Supervision and Curriculum Development (ASCD) tried to define the role of instructional supervisors. They reviewed more than 100 research reports, texts, articles, standards

³⁸ Willis D. Copeland and Donald R. Atkinson, "Student Teachers' Perceptions of Directive and Nondirective Supervisory Behavior," Journal of Educational Research, LXXI (January/February, 1978), 123-26.

³⁹ Jan McClain, "New Conceptions of Supervision," Educational Leadership, XXXIV (May, 1977), 577-79.

of regional accrediting agencies, and current certification requirements. Current views of one senior official and one member of each of several professional organizations representing those who prepare, employ, and work with instructional supervisors were also reviewed. They summarized their findings as follows:

1. Teachers want direct assistance to improve the learning opportunities of children, but see supervisors in administrative roles not directly related to improving instruction.

2. A heavy proportion of courses in administration are required by most universities offering supervision programs although professors of supervision believed instructional supervisors should be consultants to teachers.

3. Two types of supervisors are apparent: administrative and consultative, each having diverse roles.⁴⁰

Harris identified several essential elements that help make the distinctions between professional practices in general and instructional leadership practices of special concern to supervisors. They are:

1. Leadership involves the pursuit of change.
2. Leadership involves responsibility.
3. Instructional leadership involves change that is uniquely instructional.⁴¹

Harris concluded there was a challenge to exercise the initiative in making instructional change a specialized sphere of influence and domain of competence. It will require sophisticated, specialized skills, and knowledge. It will involve restructuring the way supervisors work dealing with intermediate and long-range problems, rejecting demands for

⁴⁰A. W. Sturges, "Instructional Supervisors: A Dichotomy," Educational Leadership, XXXVI (May, 1979), 586-88.

⁴¹Ben M. Harris, "Altering the Thrust of Supervision Through Creative Leadership," Educational Leadership, XXXIV (May, 1977), 567-71.

fire-fighting roles, adopting strategic approaches to problems, and working as supervisory teams.⁴²

Problems, Rewards, and New Directions in Supervision

Problems and Rewards

As is true in most other fields, supervision has its problems as well as its rewards. Carole Crews conducted a study involving eighty-five control office supervisors in Louisiana. They were asked to describe actual job experiences that resulted in positive and negative attitudes toward their work. Extremely good feelings were classified as satisfiers and extremely bad feelings were classified as dissatisfiers.

Dissatisfiers leading the list were those involving interpersonal relations, school policy, and administration such as:

1. Being unable to establish effective communication lines with teachers during individual conferences.
2. Being put in the middle between superintendent and assistant superintendents.
3. Teachers ignoring their suggestions for improving instruction.⁴³

Satisfiers reported by the supervisors included these associated with achievement and recognition such as:

1. Planning, organizing, and coordinating in-service workshops and activities for teachers.
2. Helping new teachers to get on the right track in the development of professional skills and attitudes.⁴⁴

⁴²Harris, "Altering the Thrust of Supervision Through Creative Leadership," pp. 567-71.

⁴³Carole Crews, "Instructional Supervision: The Winter and the Warm," Educational Leadership, XXXVI (April, 1979), 519-21.

⁴⁴Crews, pp. 519-21.

The results of the study indicated that the motivation of supervisors is greatly affected by the organization within which they work, the structure of their jobs, their working relationships with others, and the support systems for supervision within their districts.⁴⁵

Stanley C. Diamond reported that teachers are less inclined to respond seriously to supervisory authority unless it was coupled with competence and was of value in the classroom. Teachers would unquestionably accept help if they were able to spell out for themselves objectives which made sense to them and if they could respect the persons and the means by which supervision was delivered.⁴⁶

He further stated that the problem has been that the means of supervision was generally authoritarian and the direction was constantly downward. All was lost if there was no opportunity for those whom supervision most affected to feed back into the process something of themselves. The precise format for supervision is not quite so important as the sense in which it is constructed, Diamond concluded.⁴⁷

William DeWitt claimed the dilemma of instructional supervision was a self-created crisis caused by lack of definition, lack of exercise, and lack of a legitimate comprehension of the current social dissatisfaction with the schools and schooling. Supervisors have been more prone to operate as perpetuators of what was and is, rather than what is to be

⁴⁵Crews, pp. 519-21.

⁴⁶Stanley C. Diamond, "Toward Effective Supervision of Classroom Instruction," NASSP Bulletin, LXII (May, 1978), 89-97.

⁴⁷Diamond, pp. 89-97.

or should be.⁴⁸

In the study conducted by McClain involving Texas supervisors, they indicated some of their greatest frustrations as:

1. Lack of time to supervise instruction because of paperwork.
2. Responsibility without authority.
3. Resistance to new programs, materials, and strategies.⁴⁹

Some of the most rewarding experiences included:

1. Seeing teachers experience and express success.
2. Helping principals feel more successful.
3. Seeing programs successfully implemented.⁵⁰

New Directions

Leslee J. Bishop and Gerald R. Firth reported that "if instructional supervision is to flourish rather than merely exist, it must be associated with the development of programs soon to be phased in."⁵¹ They proclaimed that the future will require expanded services from supervisors with new skills, tasks, and technologies. Those who can anticipate the emerging opportunities hold the key to success for supervision as a professional endeavor. New supervisory functions and roles may come from five potential sources:

1. Primary-level interactions of faculty and leaders in attempting to solve operational and logistical problems.
2. Tasks and responsibilities related to a particular project, program, or entity conducted by the supervisor.
3. Related techniques and technologies derived from many professions and occupations.

⁴⁸William DeWitt, "Instructional Supervision," Educational Leadership, XXXIV (May, 1977), 589-93.

⁴⁹McClain, pp. 577-79.

⁵⁰McClain, pp. 577-79.

⁵¹Leslee J. Bishop and Gerald R. Firth, "New Conceptions of Supervision," Educational Leadership, XXXIV (May, 1977), 572-75.

4. Exigencies of the local education situation.
5. Introduction of new, relevant and/or interdisciplinary curricula.⁵²

Texas supervisors involved in the study conducted by McClain indicated the future would have more emphasis on humanism and relevancy in curriculum planning. There would also be an inclination toward multiple and diverse methods of accountability. Better training for supervisors in humanistic processes for working with professionals would be offered. Other trends anticipated included more effective individualization of instruction and the need for more area specialists.⁵³

DeWitt predicted that there are many specific behaviors that the new supervisor must possess to achieve community effectiveness. The competencies needed are involved, broad, and brought into focus by and with community professional interface. Instructional supervision could only succeed as it became a part of, rather than apart from, the visible community which it must also serve.⁵⁴

Related Research Studies in Supervision

Many research studies in supervision have been conducted pertaining to roles and supervisors' perceptions of their roles. Jane Williams Afifi conducted a study to determine the difference between actual and ideal role perceptions of instructional supervisors. Dissimilar role perceptions were revealed in eighteen of the twenty-two functions she

⁵²Bishop and Firth, pp. 572-75.

⁵³Jan McClain, "New Conceptions of Supervision," Educational Leadership, XXXIV (May, 1977), 577-79.

⁵⁴DeWitt, pp. 589-93.

presented. Only four functions had similar role perceptions. They included:

1. Arranging in-service training.
2. Providing materials and facilities.
3. Attending professional meetings.
4. Assisting the superintendent.⁵⁵

The conclusions of the study indicated role incongruence.

The purpose of a study conducted by David Allison Squires was to describe the meaning of supervisors' perceptions of a positive supervisory experience by using a phenomenological methodology, with emphasis on fidelity to experience. The supervisors were interviewed and asked to describe a positive supervisory experience. The interview was audio-taped and later analyzed. When the findings of the study were compared to the relevant supervision literature in the field of education, it was found that supervision is emphasized as a process of psychological rather than behavioral change focused on, but not necessarily restricted to, the performance of a professional role.⁵⁶

Jane Roberta Snider applied the Delineative Model of Supervision to the process of supervision to determine what changes occurred. All questionnaire items compared for hypothesis testing evidenced positive changes in teachers' and principals' perceptions regarding practices of observation, conferencing, and general supervisory practices. The data analysis indicated that teachers do look for continuous, precise,

⁵⁵ Jane Williams Afifi, "A Study of the Actual and Ideal Role Perceptions of Instructional Supervisors in the Public Schools in the Counties of Tennessee" (Doctoral dissertation, East Tennessee State University, 1980), pp. 78-80.

⁵⁶ David Allison Squires, "A Phenomenological Study of Supervisors' Perceptions of a Positive Supervisory Experience," Dissertation Abstracts International, XXXIX (February, 1979), 4605A.

purposeful impact from their principal, regardless of their years of teaching experience. Also, principals were receptive to further refinement of their own supervisory skills.⁵⁷

James Ralph Proud investigated the relationship between the classroom teacher's perceptions of the instructional supervisor's authority base and the quantity and quality of supervisory support services provided. A significant relationship was found to exist between the perceived basis of authority and the provision of support services. Teachers who indicated their supervisor's basis of authority as person and/or competence rated their supervisors high in both quantity and quality of services provided, as opposed to teachers who had supervisors operating from a basis of legitimacy and/or position authority.

Recommendations from the study were:

1. School systems should employ instructional supervisors with expertise in dealing with classroom instruction.
2. School systems should de-emphasize the position of the supervisor.
3. School systems should examine their supervisors for deficiencies in human relations skills and then provide remedies for them.
4. School systems should closely examine how well and to what extent teachers utilize support services provided them.⁵⁸

A study was conducted by the Tennessee Association for Supervision and Curriculum Development (TASCD) to determine the perceptions of

⁵⁷Jane Roberta Snider, "The Delineative Model of Teachers' and Principals' Perceptions of the Effects of a Clinical Supervisory Program for an Elementary School Principal," Dissertation Abstracts International, XXXIX (June, 1979), 7103A.

⁵⁸James Ralph Proud, "A Study of Instructional Support Services and Bases of Authority as Perceived by Teachers in Tennessee," Dissertation Abstracts International, XXXIX (February, 1979), 4637A.

Tennessee teachers, principals, and supervisors of supervision. Most supervisors were heavily committed to providing support for teachers, highly involved in the evaluation and hiring of teachers, but only moderately involved in observation of teaching with pre-observation and postobservation conferences. The following services were provided by 82 percent or more of the supervisors.

1. Providing instructional materials.
2. Involving teachers in district-wide instructional programs.
3. Planning in-service activities.
4. Consulting with teachers on instructional problems.
5. Dispensing information.
6. Serving as two-way communications link with the central office.
7. Helping describe and analyze instructional processes.
8. Helping define instructional objectives.
9. Helping select appropriate instructional objectives.
10. Informing teachers of professional growth activities available.
11. Aiding in development of curricula.
12. Facilitating good human relations within school and community.
13. Providing psychological support.
14. Suggesting new ideas and approaches for instruction.⁵⁹

Implications for instructional supervisors were determined, in a study by Raymond William Barber, as a result of synthesizing available research findings concerning helping behavior. He found that each situation where an individual needs help is likely to have considerable uniqueness, vagueness, and complexity. If the supervisor, who is presumably most competent in detecting teaching-learning problems, declines to offer help then others who are less competent are likely to judge the situation as one in which no help is needed.

⁵⁹ John T. Lovell and Margaret S. Phelps, Supervision in Tennessee (Knoxville: The University of Tennessee, 1977), pp. 10-12.

Another implication was that instructional supervisors should know which teachers they are responsible for helping. Also, the negative evaluation of teachers for promotions or salary advances by supervisors may decrease the likelihood that the evaluated teacher will receive help in the future. Finally, Barber concluded that supervisors who are empathetic, competent, non-fatalistic, not overly self-concerned, and who have a positive self-image, will probably make the most effective helpers.⁶⁰

Robert Eugene Eaker developed a clinical supervision model and then determined if teachers and administrators agreed or disagreed with its components and procedures. Tennessee's seven largest school systems were involved in the study.

After analysis of the data, it was found that most teachers and administrators agreed with the basic assumptions of clinical supervision. However, teachers agreed more strongly with the assumptions than with the specific procedures. No firm conclusions could be drawn as to how teachers felt about being trained in observational techniques for the purpose of analyzing each other's teaching. Administrators tended to agree more strongly with the assumptions and procedures of clinical supervision than did teachers.⁶¹

Jacquelyn Strickland Rewis conducted a study to determine teachers'

⁶⁰Raymond William Barber, "A Synthesis of Research Concerning Helping Behavior and Its Implications for Instructional Supervision," Dissertation Abstracts International, XXXIII (February, 1973), 3982A.

⁶¹Robert Eugene Eaker, "An Analysis of the Clinical Supervision Process as Perceived by Selected Teachers and Administrators," Dissertation Abstracts International, XXXIII (February, 1973), 3997A.

perceptions of desire for and receipt of selected supervisory activities. A questionnaire was administered to selected Georgia teachers during the 1970-71 school term with 309 responding. Some of the major findings included:

1. Teachers' desire for each category of supervisory activities exceed receipt of the activities.
2. Teachers indicated they desire significantly more assistance directed toward the improvement of human relations.
3. Female teachers desire more and receive more supervisory assistance than male teachers.
4. Teachers with the highest level of professional preparation have greater desire for and receipt of supervisory assistance than teachers with lower levels of professional preparation.
5. Teachers of elementary grades desire more supervision than high school teachers.⁶²

Bobby Jean Rice conducted a study in North Carolina counties and found that the general supervisors were not educationally prepared for their positions. Supervisors were taking additional courses and earning higher degrees, but most were taking courses in administration. She also discovered that they were not planners of change.⁶³

James Russell Thompson conducted a study to determine whether perceptions of supervision as held by central-office supervisors, building-level supervisors, and teachers in West Virginia were appreciably different from perceptions of supervision as held by a jury of national leaders in supervision. He also determined whether perceptions of

⁶²Jacquelyn Strickland Rewis, "A Study of Georgia Teachers' Perceptions of Supervisory Activities," Dissertation Abstracts International, XXXIII (February, 1973), 3165A.

⁶³Bobby Jean Rice, "A Survey of the Activities and Responsibilities of General School Supervisors in North Carolina Counties" (Doctoral dissertation, East Tennessee State University, 1974), pp. 104-5.

supervision as held by central-office supervisors, building-level supervisors, and teachers in West Virginia were appreciably different from each others.

Findings of the study concluded that there was a significant positive relationship between perceptions of supervision as held by supervisors, principals, and teachers in West Virginia with a national jury of authorities in supervision.

It was also concluded that West Virginia principals did not completely share perceptions of classroom visitation with the other groups. The three state groups showed common perceptions of curriculum evaluation with each other but not the national jury. Principals' and teachers' perceptions of decision-making differed from those of supervisors.⁶⁴

The degree of agreement or disagreement that existed among Atlanta Public School administrators at the central, area, and school echelons regarding the primary responsibility of the central and the area administrative levels in matters of personnel administration, curriculum development, and instructional supervision was investigated by Moses Conrad Norman, Sr.

It was found that there was disagreement among the three matched pairs of Central/Area, Local/Area, and Local/Central regarding whether the personnel administration function should be the primary responsibility of the central, the area, or the two levels jointly. The groups agreed

⁶⁴James Russell Thompson, "A Study of Perceptions of Supervision as Held by Selected School Administrators and Teachers in West Virginia, with Implications for Preservice and In-service Education," Dissertation Abstracts International, XXXIX (August, 1978), 599-600A.

that the curriculum development function should be a joint responsibility of the central and area levels. They also agreed that the instructional supervision function should be the primary responsibility of the area level, the central level, or the two levels jointly.

The findings highlighted the continuing confusion caused by lack of specific activities being delegated to a given echelon and indicated that effectiveness would be limited until roles were clarified.⁶⁵

May Louise Anderson investigated the status, actual and ideal duty perceptions, and problems of Mississippi school supervisors of instruction.

Findings indicated there was a significant difference between the ideal perception and actual perception with the mean for ideal perceptions being greater than for actual perceptions on the first six comparisons concerning supervisory duties. The last four comparisons involved actual and ideal perceptions in performance in which no significant difference existed.⁶⁶

Superintendents' and instructional supervisors' perceptions of the purpose(s) of supervision were examined by John Morgan Douglass. He also attempted to establish and clarify the role of the instructional supervisor as perceived by instructional supervisors and superintendents in selected Alabama school systems.

⁶⁵ Moses Conrad Norman, Sr., "An Analysis of Perceptions of Atlanta Public School Administrators Regarding Central and Area Responsibility in Personnel, Curriculum, and Instructional Supervision," Dissertation Abstracts International, XXXIX (August, 1978), 56A.

⁶⁶ May Louise Anderson, "The Status and Role Perceptions of the Supervisor of Instruction in Mississippi Public Schools," Dissertation Abstracts International, XXXIX (April, 1979), 5823A.

Findings indicated that the primary purpose of supervision was instructional improvement. Superintendents and instructional supervisors reported significantly different perceptions of the frequency with which instructional supervisors performed and should perform supervisory activities related to curriculum development, provision of assistance, and coordination of effort. Other differences were also reported between superintendents and instructional supervisors.

Statistical associations in relationships of actual and ideal instructional supervisory activities were reported between superintendents' and instructional supervisors' perceptions.⁶⁷

Marsha Holland Lawrence attempted to identify factors which contribute to job satisfaction and job dissatisfaction of supervisors. The Herzberg motivation-hygiene theory was used as a model.

Findings revealed that the Herzberg motivators--achievement and recognition--were significant satisfiers at the .05 level of confidence. No statistical significance was found in the Herzberg hygienes identified as dissatisfiers.⁶⁸

In a similar study Carole Ann Crews investigated factors that led to job satisfaction and job dissatisfaction of public school instructional supervisors. In addition she attempted to reveal factors that were perceived by immediate supervisors to lead to job satisfaction and job

⁶⁷ John Morgan Douglass, Jr., "Role of Instructional Supervisors as Perceived by Instructional Supervisors and Superintendents in Alabama," Dissertation Abstracts International, XL (April, 1980), 5414A.

⁶⁸ Marsha Holland Lawrence, "The Satisfiers and Dissatisfiers of Elementary School Supervisors," Dissertation Abstracts International, XL (March, 1980), 4830A.

dissatisfaction of instructional supervisors.

Conclusions of the study indicated that instructional supervisors perceived the factors defined by Herzberg as motivators to be the primary sources of their job satisfaction. The primary sources of job dissatisfaction were the hygiene factors defined by Herzberg as perceived by instructional supervisors.

Both supervisors and superiors identified achievement and recognition as the major sources of job satisfaction for instructional supervisors. Interpersonal relations and school policy and administration were perceived by both groups as the major source of job dissatisfaction for instructional supervisors.

Also, the findings revealed that the immediate superiors of instructional supervisors are aware of both the exceptionally good and bad feelings supervisors have about their jobs.⁶⁹

Practices of elementary supervisors of instruction (K-8) in the state of Louisiana as perceived by supervisors of instruction, principals, and teachers were studied by Frances Majors Ferguson.

The results of the study showed that supervisors agreed on the relative importance of future roles of supervisors of instruction: long-range planning, directing teacher in-service, assisting teachers, and evaluating programs, evaluating teachers, monitoring programs and directing pilot programs.

Three to ten days per month were spent in the central office by

⁶⁹Carole Ann Crews, "Job Satisfaction and Job Dissatisfaction of Instructional Supervisors as Perceived by Supervisors and Their Immediate Superiors," Dissertation Abstracts International, XXXVIII (April, 1978), 5150A.

almost 50 percent of the supervisors. Ideal characteristics of supervisors of instruction included: knowledgeable, helpful and friendly, consistent, empathetic, and flexible. Tasks directly related to the improvement of instruction were performed consistently as indicated by supervisors.⁷⁰

Ted Avery Beach explored the needs which teachers have with respect to instructional supervisory support services and the degree to which current supervisory practices fill those needs.

There was a significant difference between teachers' perceptions of the practice of supervision in Tennessee and those of principals, supervisors, and a panel of state leaders. No significant difference existed between principals' perceptions of the practice of supervision in Tennessee and those of supervisors and a panel of state leaders. Also, no significant difference existed between supervisors' perceptions of the practice of supervision in Tennessee and those of principals and a panel of state leaders.

One of Beach's conclusions was the current system of instructional supervisory support services in the public schools of Tennessee has failed and needs modification for optimum results.⁷¹

Task expectations for the elementary supervisory role as expressed

⁷⁰Frances Majors Ferguson, "A Study of Practices of Elementary School Supervisors (K-8) in the State of Louisiana as Perceived by Supervisors of Instruction, Principals, and Teachers," Dissertation Abstracts International, XXXVII (December, 1976), 3292A.

⁷¹Ted Avery Beach, "The Perceptions of Teachers, Principals, and Supervisors of the Instructional Supervisory Support Services in the Public Schools of Tennessee," Dissertation Abstracts International, XXXVII (March, 1977), 5466-67A.

by selected elementary teachers and supervisors were explored by Robert Lee Evans. Tasks of instructional supervision included:

Curriculum Development	Organizing for Instruction
Providing Staff	Arranging for In-service Education
Providing Facilities	Relating Special Pupil Services
Providing Materials	Developing Public Relations
Orienting New Staff	Evaluating Instruction

Elementary teachers and supervisors disagreed significantly in the task expectations for the elementary supervisory role. All other statistical analyses showed no significant disagreements.⁷²

Alva Leon Sibbitt investigated principals' and classroom teachers' perceptions of supervisory practices being utilized in selected small public high schools of Indiana. A significant difference was found between the perceptions of principals and teachers regarding whether or not the specific practice was being utilized in sixty of the seventy-five supervisory practices.

A majority of both the principals and teachers reported only six supervisory practices were being used. However, a majority of both the principals and teachers perceived that sixty-one of the seventy-five supervisory practices should be used. Preobservation conferences and specific techniques of classroom observations were not being utilized as reported by a majority of both teachers and principals.⁷³

⁷²Robert Lee Evans, Jr., "Task Expectations for the Elementary Supervisor Role as Expressed by Elementary Teachers and Supervisors," Dissertation Abstracts International, XXXVI (February, 1976), 4901-02A.

⁷³Alva Leon Sibbitt, Jr., "Principals' and Teachers' Perceptions of Supervisory Practices in Selected Small Public High Schools of Indiana," Dissertation Abstracts International, XXXIII (May, 1973), 6033A.

Summary

The role of the supervisor has continuously changed throughout history and is presently unstable. Various authorities in the field of supervision have presented viewpoints or models. Katz identified technical, human, and conceptual skills as being vital to successful supervision. Oliva presented a conceptual model consisting of four roles and three domains. Sergiovanni differentiated supervisory roles from administrative roles. Other viewpoints and models are offered but a common core of skills seems to be characteristic of all.

While various techniques are available for the supervisor, clinical supervision is probably the most prominent. Many different roles are apparent in supervision. Harris, McClain, and the Association for Supervision and Curriculum Development, among others, have tried to identify the role of instructional supervisors.

The field of supervision has problems as well as rewards. Studies by Crews, Diamond, DeWitt, and McClain identified satisfiers and dissatisfiers of instructional supervisors.

Some new directions were forecast by some researchers in the field of supervision. Bishop and Firth, McClain, and DeWitt presented some new functions and roles for the future.

Many research studies have been conducted relating to supervision. Perceptions of teachers, administrators, superintendents, and instructional supervisors have been surveyed concerning the role of instructional supervision. In general, these studies have indicated a difference of opinions. Supervisory roles vary from locality to locality, from state to state. Recommendations have been proposed to clarify the role of the instructional supervisor to optimize effectiveness.

Chapter 3

METHODS AND PROCEDURES

In order to develop a foundation for the study, a review of related literature was conducted at the Charles E. Sherrod Library, East Tennessee State University. The Education Index, Current Index to Journals in Education, Dissertation Abstracts International, and the card catalog were utilized in identifying relevant sources to be reviewed. In addition, an ERIC computer search was conducted.

Two letters were written to Ben M. Harris, Professor of Educational Administration, University of Texas, soliciting input for the study and requesting permission to use a list of thirty-six competencies developed and validated by him in previous pilot studies¹ (see Appendix A).

Subsequent procedures were implemented to complete the study. A questionnaire was constructed utilizing the thirty-six competencies, grouping them according to task area. Specific Southeastern states were identified to be included in the study. Data were analyzed using the computer services at East Tennessee State University.

The Questionnaire

Various techniques were considered in constructing the questionnaire.

¹Adapted from "Critical Competency Statements" published in Professional Supervisory Competencies, Austin, Texas: Special Education Supervisor Training Project. Ben M. Harris, Co-Director. Revised edition, 1975. Original validation of these "statements" funded by BEH/USOE (IAC) 72-73-1257, a grant to the Texas Education Agency by the College of Education, The University of Texas at Austin.

Using input from Ben M. Harris, consultants from the East Tennessee State University computer center, and the student's doctoral committee, a specific format was determined (see Appendix B).

Permission was granted from Ben M. Harris to use a list of thirty-six competencies, grouped according to task area. The competencies had been validated by Harris in previous pilot studies. Data collected by the instrument were interval level.

Participants in the study were asked to rank order the importance of specified competencies under each task area with one being the most important and subsequent numbers ascending the scale denoting lesser importance. The thirty-six competencies grouped according to task area were as follows:

- A. Developing Curriculum
 - A-1 Setting instructional goals
 - A-2 Designing instructional units
 - A-3 Developing and adapting curricula

- B. Providing Materials
 - B-1 Evaluating and selecting learning materials
 - B-2 Producing learning materials
 - B-3 Evaluating the utilization of learning resources

- C. Providing Staff for Instruction
 - C-1 Developing a staffing plan
 - C-2 Recruiting and selecting personnel
 - C-3 Assigning personnel

- D. Organizing for Instruction
 - D-1 Revising existing structures
 - D-2 Assimilating programs
 - D-3 Monitoring new arrangements

- E. Relating Special Pupil Services
 - E-1 Analyzing and securing services
 - E-2 Orienting and utilizing special personnel
 - E-3 Scheduling services
 - E-4 Evaluating the utilization of services

- F. Arranging for In-service Education
 - F-1 Supervising in a clinical mode
 - F-2 Planning for individual growth
 - F-3 Designing in-service training sessions
 - F-4 Conducting in-service training sessions
 - F-5 Training for leadership roles
 - F-6 Assessing needs for in-service education
 - F-7 Developing a master plan
 - F-8 Writing a project proposal
 - F-9 Designing a self-instructional packet
 - F-10 Designing a training program series

- G. Developing Public Relations
 - G-1 Informing the public
 - G-2 Involving the public
 - G-3 Utilizing public opinion

- H. Providing Facilities for Instruction
 - H-1 Developing educational specifications
 - H-2 Planning for remodeling
 - H-3 Outfitting a facility

- I. Evaluating Instruction
 - I-1 Observing and analyzing teaching
 - I-2 Designing a questionnaire
 - I-3 Interviewing in-depth
 - I-4 Analyzing and interpreting data

The Sample

Participants for the study were selected from eleven Southeastern states including Tennessee, North Carolina, South Carolina, Georgia, Florida, Mississippi, Alabama, Louisiana, Virginia, Arkansas, and Kentucky with a minimum of six states participating for the study to be considered adequate. Forty supervisors at the state department level were randomly selected from each state. A list of state department supervisors was obtained from each state by writing a letter to the chief state school officer requesting such a list, explaining the purpose of the request (see Appendix C). A follow-up letter was mailed three weeks later to the states that had not responded.

Data Collection

After approval was granted by the advanced graduate committee to pursue the study, each participant which had been randomly selected was mailed a questionnaire along with a cover letter explaining the purpose of the study, soliciting their responses, and assuring personal anonymity (see Appendix D). Also included was a stamped, self-addressed envelope to be used to return the questionnaire. Two weeks later a follow-up letter was mailed to those who had not responded (see Appendix E). The doctoral committee had previously agreed that a 50 percent return representing a minimum of six of the eleven states would be adequate for statistical analysis. When the predetermined percent of return was obtained the data were recorded on coding forms, keypunched, and submitted to the East Tennessee State University Computer Center for statistical analysis.

Data Analysis

The purpose of the study was to determine supervisors' perceptions of the importance of specified supervisory competencies involving state department supervisors in eleven Southeastern states. The questionnaire was constructed to elicit rank order responses for competencies according to task area. The primary concern of the study was to determine the difference between states of the perceived importance of specified competencies.

The analysis of variance was used as the first step in analyzing the data. It is an inferential technique which can be used to determine whether three or more sample means are significantly different from one

another. Analysis of variance yields an F value which informs the researcher if a significant difference exists between several means but it does not disclose where the differences lie. Special post hoc t tests are required for this purpose.²

The Newman-Keuls procedure was selected to determine significant differences between states for each competency when a significant F value occurred. The .05 level of significance was selected for both analyses.

In using the Newman-Keuls procedure, first, a table of ordered means was constructed which arranged the means from smallest to largest across the top of the table and the same arrangement down the left-hand side of the table. Contained in the body of the table were the differences between each pair of means.

The statistic q , which varies for the number of steps between ordered pairs of sample means at a particular level of significance, was then determined. The number of steps (r) was determined by the number of sample means. Also, the degrees of freedom for MS_{within} was needed which is equal to $k(n-1)$.³

The r value, degrees of freedom for MS_{within} , and the level of significance were used to determine q in the Table of Distribution of the Studentized Range Statistic. The q value was determined for each r by moving to the left of the original r in the table.⁴

Next, the standard error of the sample means ($s_{\bar{x}}$) was determined by

²Dean J. Champion, Basic Statistics for Social Research (New York: Harper and Row, 1970), p. 124.

³Champion, p. 126.

⁴Champion, p. 126.

the following formula:

$$s_{\bar{t}} = \sqrt{\frac{MS_{\text{within}}}{N}}$$

where N = the size of the samples, if the sample size are identical; or

N = the smallest sample size, if several samples of unequal size are compared.⁵

The $s_{\bar{t}}$ was multiplied by each q in the table of Ordered Means which yielded $(s_{\bar{t}})q$, the value by which the mean differences in the body of the table was compared and evaluated as to their significance. The mean differences were compared by moving horizontally, from right to left comparing $(s_{\bar{t}})q$ with each difference. If a mean difference equaled or exceeded $(s_{\bar{t}})q$, it was marked with an asterisk (*) to note that the particular mean was significant at the .05 level. Mean differences smaller than $(s_{\bar{t}})q$ were not significant. The same procedure was followed for each horizontal level. When a mean difference which was not significant was reached, then all successive mean differences to the left and below the first nonsignificant mean difference were also not significant.⁶

All significant mean differences were asterisked (*) in the table which enabled the researcher to specify which mean differences were significant at the .05 level. The results of the Newman-Keuls procedure are comparable to the completion of t tests for each of the pairs of sample means.⁷

The data were recorded on coding forms, keypunched, and then

⁵Champion, p. 126.

⁶Champion, p. 127.

⁷Champion, p. 127.

submitted to the East Tennessee State University Computer Center for statistical analysis. The SPSS (Statistical Package for the Social Sciences) was utilized. Analyses provided by the printouts were arranged in tables and presented in Chapter 4.

Summary

The methods and procedures utilized for the study were presented in this chapter. A questionnaire was constructed using thirty-six competencies developed and validated by Ben M. Harris. Forty state department supervisors from eleven Southeastern states were randomly selected for the study. When a return of 50 percent representing a minimum of six states was achieved, the data were processed using the analysis of variance and the Newman-Keuls procedure. The latter procedure was utilized to determine where significant differences lay between states in the perceptions of state department supervisors of the importance of specified competencies.

Chapter 4

PRESENTATION OF DATA AND ANALYSIS OF FINDINGS

The purpose of the study was to determine if differences existed in supervisors' perceptions of the importance of specified supervisory competencies. Lists of supervisors were received from the chief state school officer in nine of the eleven states chosen for the study. States involved in the study included Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, South Carolina, Tennessee, and Virginia. Forty supervisors at the state department level were randomly selected from each state to participate in the study. Survey instruments were mailed to the participants on May 13, 1981. Two weeks later a follow-up was sent to those who had not responded. Data collection was discontinued a month after the original survey instruments had been mailed and the minimum number of responses (50 percent) previously established as acceptable for continuing the study had been surpassed. Data concerning the number of responses, represented in Table 1, were analyzed by the Computer Services at East Tennessee State University.

Presentation of Data

State department supervisors in the nine states involved in the study indicated no statistically significant difference in their perceptions of the importance of twenty-eight of the thirty-six competency statements listed in the survey instrument. Significant differences were revealed in only eight of the thirty-six hypotheses tested which were concerned with the following competencies:

- A-3 Developing and adapting curricula
- C-2 Recruiting and selecting personnel
- C-3 Assigning personnel
- F-3 Designing in-service training sessions
- F-4 Conducting in-service training sessions
- G-1 Informing the public
- H-1 Developing educational specifications
- I-4 Analyzing and interpreting data

Table 1

Responses to Survey of State Department Educational
Supervisors from Nine Southeastern States

State	Number Sent	Number Returned	Percent
Arkansas	40	23	57.5
Florida	40	21	52.5
Georgia	40	20	50.0
Kentucky	40	24	60.0
Louisiana	40	23	57.5
Mississippi	40	24	60.0
South Carolina	40	21	52.5
Tennessee	40	27	67.5
Virginia	40	25	62.5
Total	360	208	(mean) 57.78

Significant differences indicated by the analysis of variance data pertaining to the eight competencies were analyzed further, utilizing the Newman-Keuls procedure. This procedure indicated where specific differences lay. Specific differences were not revealed in two of the competencies. Apparently the Newman-Keuls procedure was not powerful enough to identify specific differences in the two competencies which were:

C-2 Recruiting and selecting personnel

H-1 Developing educational specifications

Analysis of Data

The data collected were computer analyzed using the analysis of variance and Newman-Keuls procedure. Information from the Newman-Keuls procedure was used to construct tables showing where specific differences lay.

Thirty-six null hypotheses were tested at the .05 level of significance. Competencies were grouped under nine task areas. Each hypothesis concerned a specific competency. This pattern was followed in the discussion of the results of the investigation. Although a total of 208 responses was analyzed, some tables reflect a smaller number due to some missing values. Significant differences were indicated by placing an asterisk beside the value. Degrees of freedom are denoted by DF, sum of squares by SS, and mean squares by MS.

Task Area A - Developing Curriculum

Hypotheses 1, 2, and 3 were concerned with three competencies grouped

under the task area of developing curriculum. A discussion of the results of analyses follows.

Hypothesis 1: There will be no significant difference in the perceptions of the importance of setting instructional goals between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to three, 173 supervisors (83.2 percent) ranked it first, seventeen supervisors (8.2 percent) ranked it second, and eighteen supervisors (8.7 percent) ranked it third. Group means (groups being comprised of the supervisors in the nine states) ranged from 1.0000 to 1.4583 with 1.255 being the overall mean. Thus, this competency was ranked the most important overall for this task area.

The results of an analysis of this competency are presented in Table 2. The F ratio was 1.297 with the F probability being 0.2467 which was greater than the .05 level of significance used to test the hypothesis. Therefore, no significant difference was found. The null hypothesis was not rejected.

Table 2

Analysis of Variance for Setting Instructional Goals
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	3.7420	0.4677	1.297	0.2467
Within Groups	199	71.7531	0.3606		

P > .05

Hypothesis 2: There will be no significant difference in the perceptions of the importance of designing instructional units between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to three, eight supervisors (3.8 percent) ranked it first, sixty supervisors (28.8 percent) ranked it second, and 140 supervisors (67.3 percent) ranked it third. Group means ranged from 2.4762 to 2.7917 with 2.635 being the overall mean. Thus, this competency was ranked the third most important overall for this task area.

Table 3 represents an analysis of this competency. There was no significant difference found. The F ratio was 1.245 with the F probability being 0.2749 which was greater than the .05 level. This indicated that little difference existed in supervisors' perceptions of the importance of designing instructional units. Therefore, the null hypothesis was not rejected.

Table 3

Analysis of Variance for Designing Instructional Units
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	3.0608	0.3826	1.245	0.2749
Within Groups	199	61.1698	0.3074		

P > .05

Hypothesis 3: There will be no significant difference in the perceptions of the importance of developing and adapting curricula between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to three, twenty-nine supervisors (13.9 percent) ranked it first, 130 supervisors (62.5 percent) ranked it second, and forty-nine supervisors (23.6 percent) ranked it third. Group means ranged from 1.8636 to 2.4348 with 2.096 being the overall mean. Thus, this competency was ranked the second most important overall for this task area.

An analysis of this competency is represented in Table 4. There was a significant difference found. The F ratio was 2.980 with the F probability being 0.0036 which was less than the .05 level. Thus, the null hypothesis was rejected.

Table 4

Analysis of Variance for Developing and Adapting Curricula
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	8.1388	1.0174	2.980	0.0036*
Within Groups	199	67.9381	0.3414		

*P \leq .05

Further analysis was conducted on this competency. Results of the Newman-Keuls procedure are presented in Table 5. Specific differences between states have an asterisk placed beside the value which must equal or surpass the significant value in the far right-hand column. Arkansas differed significantly from South Carolina and Kentucky.

Task Area B -
Providing Materials

Hypotheses 4, 5, and 6 were concerned with three competencies grouped under the task area of providing materials. A discussion of the results of analyses follows.

Hypothesis 4: There will be no significant difference in the perceptions of the importance of evaluating and selecting learning materials between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to three, 101 supervisors (48.6 percent) ranked it first, ninety-one supervisors (43.8 percent) ranked it second, and sixteen supervisors (7.7 percent) ranked it third. Group means ranged from 1.4167 to 1.7500 with 1.591 being the overall mean. Thus, this competency was ranked the most important overall for this task area.

An analysis of this competency revealed the results found in Table 6. No significant difference was found. The F ratio was 0.622 with the F probability being 0.7592 which was greater than the .05 level. This indicated that extremely little difference existed in supervisors' perceptions of the importance of evaluating and selecting learning materials. The null hypothesis was not rejected.

Table 5

Newman-Keuls Procedure for Developing and Adapting Curricula
Between State Department Educational Supervisors
from Nine Southeastern States

Group Means	S.C. 1.8636	KY 1.8750	VA 1.9583	TN 1.9630	GA 2.0500	MS 2.1667	LA 2.2174	FL 2.3810	AR 2.4348	Signif- icant Values
S.C. 1.8636		.0114	.0947	.0994	.1864	.3031	.3538	.5174	.5712*	.5356
KY 1.8760			.0833	.0880	.1750	.2917	.3424	.5060	.5598*	.5234
VA 1.9583				.0047	.0917	.2084	.2591	.4227	.4765	.5087
TN 1.9630					.0870	.2037	.2544	.4180	.4718	.4917
GA 2.0500						.1167	.1674	.3310	.3848	.4709
MS 2.1667							.0507	.2143	.2681	.4429
LA 2.2174								.1636	.2174	.4038
FL 2.3810									.0538	.3379
AR 2.4348										

*Significant at the .05 level

Table 6

Analysis of Variance for Evaluating and Selecting
Learning Materials Between State Department
Educational Supervisors from Nine
Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	2.0055	0.2507	0.622	0.7592
Within Groups	199	80.2588	0.4033		

P > .05

Hypothesis 5: There will be no significant difference in the perceptions of the importance of producing learning materials between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to three, twenty-three supervisors (11.1 percent) ranked it first, thirty-eight supervisors (18.3 percent) ranked it second, and 147 supervisors (70.7 percent) ranked it third. Group means ranged from 2.3750 to 2.8519 with 2.596 being the overall mean. Thus, this competency was ranked the third most important overall for this task area.

No significant difference was found by analysis of this competency. The F ratio was 1.700 with the F probability being 0.1002 which was greater than the .05 level. Therefore, the null hypothesis was not rejected. The results are presented in Table 7.

Table 7

Analysis of Variance for Producing Learning Materials
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	6.1469	0.7684	1.700	0.1002
Within Groups	199	89.9302	0.4519		

P > .05

Hypothesis 6: There will be no significant difference in the perceptions of the importance of evaluating the utilization of learning resources between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to three, eighty-seven supervisors (41.8 percent) ranked it first, seventy-eight supervisors (37.5 percent) ranked it second, and forty-three supervisors (20.7 percent) ranked it third. Group means ranged from 1.5833 to 1.9565 with 1.788 being the overall mean. Thus, this competency was ranked the second most important overall for this task area.

An analysis of this competency is presented in Table 8. The null hypothesis was not rejected as no significant difference was evident. The F ratio was 0.900 with the F probability being 0.5174 which was greater than the .05 level. This indicated that very little difference existed in supervisors' perceptions of the importance of evaluating the utilization of learning resources.

Table 8

Analysis of Variance for Evaluating the Utilization
of Learning Resources Between State Department
Educational Supervisors from Nine
Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	4.2146	0.5268	0.900	0.5174
Within Groups	199	116.4778	0.5853		

P > .05

Task Area C - Providing
Staff for Instruction

Hypotheses 7, 8, and 9 were concerned with three competencies grouped under the task area of providing staff for instruction. A discussion of the results of analyses follows.

Hypotheses 7: There will be no significant difference in the perceptions of the importance of developing a staffing plan between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to three, 159 supervisors (76.4 percent) ranked it first, thirty supervisors (14.4 percent) ranked it second, and nineteen supervisors (9.1 percent) ranked it third. Group means ranged from 1.1250 to 1.6250 with 1.327 being the overall mean. Thus, this competency was ranked the most important overall for this task area.

The results of the analysis of this competency are presented in Table 9. No significant difference was found. The F ratio was 1.735

with the probability level being 0.0923 which was greater than the .05 level. Therefore, the null hypothesis was not rejected. However, since the probability level was somewhat close, further analysis was conducted using the Newman-Keuls procedure. No significant differences were found.

Table 9

Analysis of Variance for Developing a Staffing Plan
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	5.4612	0.6827	1.735	0.0923
Within Groups	199	78.3080	0.3935		

P > .05

Hypothesis 8: There will be no significant difference in the perceptions of the importance of recruiting and selecting personnel between supervisors of each state as compared to supervisors of each of the other states.

A total of 207 responses was analyzed for this competency. Ranking the importance on a scale of one to three, forty supervisors (19.3 percent) ranked it first, 131 supervisors (63.3 percent) ranked it second, and thirty-six supervisors (17.4 percent) ranked it third. Group means ranged from 1.7143 to 2.2500 with 1.981 being the overall mean. Thus, this competency was ranked the second most important overall for this task area.

An analysis of this competency revealed a significant difference. Therefore, the null hypothesis was rejected. Results of the analysis

are presented in Table 10. The F ratio was 2.116 with the F probability being 0.0359 which was less than the .05 level.

Table 10

Analysis of Variance for Recruiting and Selecting
Personnel Between State Department Educational
Supervisors from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	5.9805	0.7476	2.116	0.0359*
Within Groups	198	69.9423	0.3532		

* $P \leq .05$

Further analysis was conducted using the Newman-Keuls procedure to indicate where specific differences lay. No significant differences were revealed which indicated this procedure was not powerful enough to detect differences in this case. Results are shown in Table 11.

Hypothesis 9: There will be no significant difference in the perceptions of the importance of assigning personnel between supervisors of each state as compared to supervisors of each of the other states.

A total of 207 responses was analyzed for this competency. Ranking the importance on a scale of one to three, seven supervisors (3.4 percent) ranked it first, forty-five supervisors (21.7 percent) ranked it second, and 155 supervisors (74.9 percent) ranked it third. Group means ranged from 2.3750 to 2.8889 with 2.715 being the overall mean. Thus, this competency was ranked the third most important overall for this task area.

Table 11

Newman-Keuls Procedure for Recruiting and Selecting Personnel
Between State Department Educational Supervisors
from Nine Southeastern States

Group Means	S.C. 1.7143	TN 1.8148	GA 1.9000	LA 1.9130	AR 1.9565	FL 2.0000	MS 2.0000	KY 2.2500	VA 2.2500	Signif- icant Values
S.C. 1.7143		.1005	.1857	.1987	.2422	.2857	.2857	.5357	.5357	.5448
TN 1.8148			.0852	.0982	.1417	.1852	.1852	.4352	.4352	.5324
GA 1.9000				.0130	.0565	.1000	.1000	.3500	.3500	.5175
LA 1.9130					.0435	.0870	.0870	.3370	.3370	.5001
AR 1.9565						.0435	.0435	.2935	.2935	.4790
FL 2.0000							.0000	.2500	.2500	.4505
MS 2.0000								.2500	.2500	.4108
KY 2.2500									.0000	.3438
VA 2.2500										

The results of analysis of this competency are represented in Table 12. A significant difference was found. Thus, the null hypothesis was rejected. The F ratio was 2.663 with the F probability being 0.0085 which was less than the .05 level.

Table 12

Analysis of Variance for Assigning Personnel Between
State Department Educational Supervisors from
Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	5.4571	0.6821	2.663	0.0085*
Within Groups	198	50.7264	0.2562		

* $P < .05$

Using the Newman-Keuls procedure further analysis was conducted to reveal where specific differences lay. Results are presented in Table 13. Significant differences were found between Georgia and Mississippi, Arkansas and Mississippi, and Tennessee and Mississippi.

Task Area D -
Organizing for Instruction

Hypotheses 10, 11, and 12 were concerned with three competencies grouped under the task area of organizing for instruction. A discussion of analyses follows:

Hypothesis 10: There will be no significant difference in the perceptions of the importance of revising existing structures between supervisors of each state as compared to supervisors of each of the other states.

Table 13

Newman-Keuls Procedure for Assigning Personnel Between
State Department Educational Supervisors
from Nine Southeastern States

Group Means	MS	KY	VA	FL	LA	S.C.	GA	AR	TN	Significant Values
MS 2.3750		.2083	.2500	.2917	.4076	.4345	.4750*	.4946*	.5139*	.4640
KY 2.5833			.0417	.0834	.1993	.2262	.2667	.2863	.3056	.4535
VA 2.6250				.0417	.1576	.1845	.2250	.2446	.2639	.4408
FL 2.6667					.1159	.1428	.1833	.2029	.2222	.4260
LA 2.7826						.0269	.0674	.0870	.1063	.4080
S.C. 2.8095							.0405	.0601	.0794	.3837
GA 2.8500								.0196	.0389	.3499
AR 2.8696									.0193	.2928
TN 2.8889										

*Significant at the .05 level

A total of 207 responses was analyzed for this competency. Ranking the importance on a scale of one to three, 107 supervisors (51.7 percent) ranked it first, sixty-four supervisors (30.9 percent) ranked it second, and thirty-six supervisors (17.4 percent) ranked it third. Group means ranged from 1.4783 to 1.9583 with 1.657 being the overall mean. Thus, this competency was ranked the most important overall for this task area.

An analysis of this competency indicated no significant difference. The F ratio was 0.978 with the F probability being 0.4546 which was less than the .05 level. This indicated that very little difference existed in supervisors' perceptions of the importance of revising existing structures. Therefore, the null hypothesis was not rejected. Results are shown in Table 14.

Table 14

Analysis of Variance for Revising Existing Structures
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	4.5086	0.5636	0.978	0.4546
Within Groups	198	114.1387	0.5765		

P > .05

Hypothesis 11: There will be no significant difference in the perceptions of the importance of assimilating programs between supervisors of each state as compared to supervisors of each of the other states.

A total of 207 responses was analyzed for this competency. Ranking

the importance on a scale of one to three, seventy-nine supervisors (38.2 percent) ranked it first, eighty-three supervisors (40.1 percent) ranked it second, and forty-five supervisors (21.7 percent) ranked it third. Group means ranged from 1.4500 to 2.1250 with 1.836 being the overall mean. Thus, this competency was ranked the second most important overall for this task area.

No significant difference was found upon analysis of this competency. The F ratio was 1.647 with the F probability being 0.1138 which was greater than the .05 level. The null hypothesis was not rejected. The results of analysis are found in Table 15.

Table 15

Analysis of Variance for Assimilating Programs Between
State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	7.3864	0.9233	1.647	0.1138
Within Groups	198	111.0289	0.5608		

P > .05

Hypothesis 12: There will be no significant difference in the perceptions of the importance of monitoring new arrangements between supervisors of each state as compared to supervisors of each of the other states.

A total of 207 responses was analyzed for this competency. Ranking the importance on a scale of one to three, twenty-two supervisors (10.6 percent) ranked it first, sixty supervisors (29.0 percent) ranked it

second, and 125 supervisors (60.4 percent) ranked it third. Group means ranged from 2.3333 to 2.7000 with 2.498 being the overall mean. Thus, this competency was ranked the third most important overall for this task area.

Results of the analysis of this competency are presented in Table 16. No significant difference was evident. Therefore, the null hypothesis was not rejected. The F ratio was 0.896 with the F probability being 0.5211 which was greater than the .05 level. This indicated that very little difference existed in supervisors' perceptions of the importance of monitoring new arrangements.

Table 16

Analysis of Variance for Monitoring New Arrangements
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	3.3440	0.4180	0.896	0.5211
Within Groups	198	92.4047	0.4667		

P > .05

Task Area E - Relating
Special Pupil Services

Hypotheses 13, 14, 15, and 16 were concerned with four competencies grouped under the task area of relating special pupil services. A discussion of the results of analyses follows.

Hypothesis 13: There will be no significant difference in the perceptions of the importance of analyzing and securing services between

supervisors of each state as compared to supervisors of each of the other states.

A total of 207 responses was analyzed for this competency. Ranking the importance on a scale of one to four, 110 supervisors (53.1 percent) ranked it first, fifty-nine supervisors (28.5 percent) ranked it second, twenty-seven supervisors (13.0 percent) ranked it third, and eleven supervisors (5.3 percent) ranked it fourth. Group means ranged from 1.4815 to 1.9130 with 1.705 being the overall mean. Thus, this competency was ranked the most important overall for this task area.

An analysis of this competency is presented in Table 17. No significant difference was revealed. The F ratio was 0.780 with the F probability being 0.6211 which was greater than the .05 level. This indicated that extremely little difference existed in supervisors' perceptions of the importance of analyzing and securing services. Thus, the null hypothesis was not rejected.

Table 17

Analysis of Variance for Analyzing and Securing
Services Between State Department Educational
Supervisors from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	4.9788	0.6223	0.780	0.6211
Within Groups	198	158.0451	0.7982		

P > .05

Hypothesis 14: There will be no significant difference in the perceptions of the importance of orienting and utilizing special personnel between supervisors of each state as compared to supervisors of each of the other states.

A total of 207 responses was analyzed for this competency. Ranking the importance on a scale of one to four, thirty-nine supervisors (18.8 percent) ranked it first, seventy-two supervisors (34.8 percent) ranked it second, sixty-five supervisors (31.4 percent) ranked it third, and thirty-one supervisors (15.0 percent) ranked it fourth. Group means ranged from 2.1250 to 2.7273 with 2.425 being the overall mean. Thus, this competency was ranked the second most important overall for this task area.

No significant difference was revealed by analysis of this competency. Therefore, the null hypothesis was not rejected. The F ratio was 0.720 with the F probability being 0.6740 which was greater than the .05 level. This indicated that extremely little difference existed in supervisors' perceptions of the importance of orienting and utilizing special personnel. Results of the analysis are shown in Table 18.

Table 18

Analysis of Variance for Orienting and Utilizing
Special Personnel Between State Department
Educational Supervisors from Nine
Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	5.3855	0.6732	0.720	0.6740
Within Groups	198	185.2035	0.9354		

P > .05

Hypothesis 15: There will be no significant difference in the perceptions of the importance of scheduling services between supervisors of each state as compared to supervisors of each of the other states.

A total of 207 responses was analyzed for this competency. Ranking the importance on a scale of one to four, eleven supervisors (5.3 percent) ranked it first, forty-one supervisors (19.8 percent) ranked it second, seventy-eight supervisors (37.7 percent) ranked it third, and seventy-seven supervisors (37.2 percent) ranked it fourth. Group means ranged from 2.8750 to 3.3182 with 3.068 being the overall mean. Thus, this competency was ranked the fourth most important overall for this task area.

The results of the analysis of this competency are presented in Table 19. There was no significant difference revealed by analysis. Therefore, the null hypothesis was not rejected. The F ratio was 0.824 with the F probability being 0.5823 which was greater than the .05 level. This indicated that very little difference existed in supervisors' perceptions of the importance of scheduling services.

Table 19

Analysis of Variance for Scheduling Services Between
State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	5.1892	0.6487	0.824	0.5823
Within Groups	198	155.8635	0.7872		

P > .05

Hypothesis 16: There will be no significant difference in the perceptions of the importance of evaluating the utilization of services between supervisors of each state as compared to supervisors of each of the other states.

A total of 207 responses was analyzed for this competency. Ranking the importance on a scale of one to four, forty-six supervisors (22.2 percent) ranked it first, thirty-four supervisors (16.4 percent) ranked it second, forty supervisors (19.3 percent) ranked it third, and eighty-seven supervisors (42.0 percent) ranked it fourth. Group means ranged from 2.2273 to 3.1852 with 2.812 being the overall mean. Thus, this competency was ranked the third most important overall for this task area.

An analysis of this competency is represented in Table 20. Analysis showed no significant difference. The F ratio was 1.728 with the F probability being 0.0940 which was greater than the .05 level. Therefore, the null hypothesis was not rejected. However, since the probability level was somewhat close, further analysis was conducted by the researcher using the Newman-Keuls procedure. No significant differences were found.

Table 20

Analysis of Variance for Evaluating the Utilization of
Services Between State Department Educational
Supervisors from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	19.4211	2.4276	1.728	0.0940
Within Groups	198	278.2301	1.4052		

P > .05

Task Area F - Arranging for
In-service Education

Hypotheses 17, 18, 19, 20, 21, 22, 23, 24, 25, and 26 were concerned with ten competencies grouped under the task area of arranging for in-service education. A discussion of the results of analyses follows.

Hypothesis 17: There will be no significant difference in the perceptions of the importance of supervising in a clinical mode between supervisors of each state as compared to supervisors of each of the other states.

A total of 206 responses was analyzed for this competency. Ranking the importance on a scale of one to ten, supervisors made the following responses: eleven supervisors (5.3 percent) ranked it first; four supervisors (1.9 percent) ranked it second; eleven supervisors (5.3 percent) ranked it third, twenty-three supervisors (11.2 percent) ranked it fourth; seventeen supervisors (8.3 percent) ranked it fifth; twenty-six supervisors (12.6 percent) ranked it sixth; twenty supervisors (9.7 percent) ranked it seventh; eighteen supervisors (8.7 percent) ranked it eighth; twenty-six supervisors (12.6 percent) ranked it ninth; and fifty supervisors (24.3 percent) ranked it tenth. Group means ranged from 5.8889 to 7.5909 with 6.811 being the overall mean. Thus, this competency was ranked the eighth most important overall for this task area.

Table 21 contains the results of the analysis of this competency. No significant difference was found. The F ratio was 1.176 with the F probability being 0.3152 which was greater than the .05 level. This indicated that little difference existed in supervisors' perceptions of

the importance of supervising in a clinical mode. Thus, the null hypothesis was not rejected.

Table 21

Analysis of Variance for Supervising in a Clinical Mode
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	70.0928	8.7616	1.176	0.3152
Within Groups	197	1467.5220	7.4494		

P > .05

Hypothesis 18: There will be no significant difference in the perceptions of the importance of planning for individual growth between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to ten, supervisors made the following responses: ten supervisors (4.8 percent) ranked it first; twenty-six supervisors (12.5 percent) ranked it second; twenty-eight supervisors (13.5 percent) ranked it third; twenty-three supervisors (11.1 percent) ranked it fourth; thirty-six supervisors (17.3 percent) ranked it fifth; twenty-eight supervisors (13.5 percent) ranked it sixth; twenty-four supervisors (11.5 percent) ranked it seventh; ten supervisors (4.8 percent) ranked it eighth; sixteen supervisors (7.7 percent) ranked it ninth; and seven supervisors (3.4 percent) ranked it tenth. Group means ranged from 4.1905 to 5.7083 with 5.038 being the overall mean. Thus, this

competency was ranked the fourth most important overall for this task area.

Represented in Table 22 are the results of the analysis of this competency. Analysis revealed no significant difference. The F ratio was 1.448 with the F probability being 0.1786 which was greater than the .05 level. Therefore, the null hypothesis was not rejected.

Table 22

Analysis of Variance for Planning for Individual Growth
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	64.5614	8.0702	1.448	0.1786
Within Groups	199	1109.1305	5.5735		

P > .05

Hypothesis 19: There will be no significant difference in the perceptions of the importance of designing in-service training sessions between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to ten, supervisors made the following responses: twenty-two supervisors (10.6 percent) ranked it first; thirty-two supervisors (15.4 percent) ranked it second; forty-five supervisors (21.6 percent) ranked it third; forty-three supervisors (20.7 percent) ranked it fourth; thirty-three supervisors (15.9 percent) ranked it fifth; seventeen supervisors (8.2 percent) ranked it sixth; ten

supervisors (4.8 percent) ranked it seventh; three supervisors (1.4 percent) ranked it eighth; three supervisors (1.4 percent) ranked it ninth; and none ranked it tenth. Group means ranged from 2.6250 to 4.9048 with 3.744 being the overall mean. Thus, this competency was ranked the second most important overall for this task area.

The results of the analysis of this competency are found in Table 23. There was a significant difference found. The F ratio was 2.622 with the F probability being 0.0095 which was less than the .05 level. Therefore, the null hypothesis was rejected.

Table 23

Analysis of Variance for Designing In-service Training
Sessions Between State Department Educational
Supervisors from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	64.1209	8.0151	2.622	0.0095*
Within Groups	199	608.3731	3.0572		

* $P \leq .05$

Using the Newman-Keuls procedure, further analysis was conducted to determine where specific differences lay. Results are presented in Table 24. A significant difference was revealed only between Florida and Virginia. No other significant differences were found.

Hypothesis 20: There will be no significant difference in the perception of the importance of conducting in-service training sessions between supervisors of each state as compared to supervisors of each of the other states.

Table 24

Newman-Keuls Procedure for Designing In-service Training Sessions
Between State Department Educational Supervisors
from Nine Southeastern States

Group Means	VA 2.6250	TN 3.5185	AR 3.6087	GA 3.6500	LA 3.7826	S.C. 3.8636	KY 3.9167	MS 4.0833	FL 4.9048	Signif- icant Values
VA 2.6250		.8935	.9837	1.0250	1.1576	1.2386	1.2917	1.4583	2.2798*	1.6032
TN 3.5185			.0902	.1315	.2641	.3451	.3982	.5648	1.3863	1.5667
AR 3.6087				.0413	.1739	.2549	.3080	.4746	1.2961	1.5229
GA 3.6500					.1326	.2136	.2667	.4333	1.2548	1.4718
LA 3.7826						.0810	.1341	.3007	1.1222	1.4097
S.C. 3.8636							.0531	.2197	1.0412	1.3257
KY 3.9167								.1666	.9881	1.2088
MS 4.0833									.8215	1.0116
FL 4.9048										

*Significant at the .05 level

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to ten, supervisors made the following responses: eleven supervisors (5.3 percent) ranked it first; nineteen supervisors (9.1 percent) ranked it second; sixteen supervisors (7.7 percent) ranked it third; twenty-five supervisors (12.0 percent) ranked it fourth; twenty-three supervisors (11.1 percent) ranked it fifth; thirty supervisors (14.4 percent) ranked it sixth; twenty-eight supervisors (13.5 percent) ranked it seventh; twenty-two supervisors (10.6 percent) ranked it eighth; twenty-one supervisors (10.1 percent) ranked it ninth; and thirteen supervisors (6.3 percent) ranked it tenth. Group means ranged from 4.3750 to 7.3333 with 5.687 being the overall mean. Thus, this competency was ranked the fifth most important overall for this task area.

Table 25 represents the results of the analysis of this competency. There was a significant difference revealed. The F ratio was 3.351 with the F probability being 0.0013 which was less than the .05 level. Thus, the null hypothesis was rejected.

Table 25

Analysis of Variance for Conducting In-service Training
Sessions Between State Department Educational
Supervisors from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	158.9329	19.8666	3.351	0.0013*
Within Groups	199	1179.7530	5.9284		

* $P \leq .05$

Further analysis was conducted using the Newman-Keuls procedure to determine where specific differences lay. Table 26 contains the results of this analysis. Significant differences were found existing between Tennessee and Virginia and Tennessee and Arkansas.

Hypothesis 21: There will be no significant difference in the perceptions of the importance of training for leadership roles between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to ten, supervisors made the following responses: six supervisors (2.9 percent) ranked it first; twelve supervisors (5.8 percent) ranked it second; twelve supervisors (5.8 percent) ranked it third; eighteen supervisors (8.7 percent) ranked it fourth; thirty supervisors (14.4 percent) ranked it fifth; thirty-nine supervisors (18.8 percent) ranked it sixth; forty-one supervisors (19.7 percent) ranked it seventh; thirty-four supervisors (16.3 percent) ranked it eighth; nine supervisors (4.3 percent) ranked it ninth; and seven supervisors (3.4 percent) ranked it tenth. Group means ranged from 5.1250 to 6.6000 with 5.923 being the overall mean. Thus, this competency was ranked the sixth most important overall for this task area.

The results of the analysis of this competency are found in Table 27. No significant difference was found. The F ratio was 1.082 with the F probability being 0.3769 which was greater than the .05 level. This indicated that little difference existed in supervisors' perceptions of the importance of training for leadership roles. Therefore, the null hypothesis was not rejected.

Table 26

Newman-Keuls Procedure for Conducting In-service Training Sessions
Between State Department Educational Supervisors
from Nine Southeastern States

Group Means	VA 4.3750	AR 4.7391	S.C. 5.2727	MS 5.4167	LA 5.4783	GA 5.9000	FL 6.0000	KY 6.4583	TN 7.3333	Signif- icant Values
VA 4.3750		.3641	.8977	1.0417	1.1033	1.5250	1.6250	2.0833	2.9583*	2.2323
AR 4.7391			.5336	.6776	.7392	1.1609	1.2609	1.7192	2.5942*	2.1815
S.C. 5.2727				.1440	.2056	.6273	.7273	1.1856	2.0606	2.1204
MS 5.4167					.0616	.4833	.5833	1.0416	1.9166	2.0493
LA 5.4783						.4217	.5217	.9800	1.8550	1.9628
GA 5.9000							.1000	.5583	1.4333	1.8459
FL 6.0000								.4583	1.3333	1.6831
KY 6.4583									.8750	1.4085
TN 7.3333										

*Significant at the .05 level

Table 27

Analysis of Variance for Training for Leadership Roles
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	38.3968	4.7996	1.082	0.3769
Within Groups	199	882.3713	4.4340		

P > .05

Hypothesis 22: There will be no significant difference in the perceptions of the importance of assessing needs for in-service education between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to ten, supervisors made the following responses: 121 supervisors (58.2 percent) ranked it first; twenty-two supervisors (10.6 percent) ranked it second; twenty supervisors (9.6 percent) ranked it third; fourteen supervisors (6.7 percent) ranked it fourth; eleven supervisors (5.3 percent) ranked it fifth; twelve supervisors (5.8 percent) ranked it sixth; three supervisors (1.4 percent) ranked it seventh; two supervisors (1.0 percent) ranked it eighth; two supervisors (1.0 percent) ranked it ninth; and one supervisor (0.5 percent) ranked it tenth. Group means ranged from 1.7407 to 3.0417 with 2.274 being the overall mean. Thus, this competency was ranked the most important overall for this task area.

The results of an analysis of this competency are presented in Table

28. No significant difference was evident. The F ratio was 1.001 with the F probability being 0.4363 which was greater than the .05 level. This indicated that very little difference existed in supervisors' perceptions of the importance of assessing needs for in-service education. Therefore, the null hypothesis was not rejected.

Table 28

Analysis of Variance for Assessing Needs for In-service
Education Between State Department Educational
Supervisors from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	30.2372	3.7797	1.001	0.4363
Within Groups	199	751.1415	3.7746		

$P > .05$

Hypothesis 23: There will be no significant difference in the perceptions of the importance of developing a master plan between supervisors of each state as compared to supervisors of each of the other states.

A total of 207 responses was analyzed for this competency. Ranking the importance on a scale of one to ten, supervisors made the following responses: twenty-one supervisors (10.1 percent) ranked it first; eighty-four supervisors (40.6 percent) ranked it second; twenty-one supervisors (10.1 percent) ranked it third; sixteen supervisors (7.7 percent) ranked it fourth; thirteen supervisors (6.3 percent) ranked it fifth; eleven supervisors (5.3 percent) ranked it sixth; ten supervisors (4.8 percent) ranked it seventh; seventeen supervisors (8.2 percent) ranked it eighth;

seven supervisors (3.4 percent) ranked it ninth; and seven supervisors (3.4 percent) ranked it tenth. Group means ranged from 2.8333 to 4.6250 with 3.797 being the overall mean. Thus, this competency was ranked the third most important overall for this task area.

Table 29 represents an analysis of this competency. There was no significant difference found. The F ratio was 1.387 with the F probability being 0.2040 which was greater than the .05 level. The null hypothesis was not rejected.

Table 29

Analysis of Variance for Developing a Master Plan
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	73.4270	9.1784	1.387	0.2040
Within Groups	198	1310.0502	6.6164		

P > .05

Hypothesis 24: There will be no significant difference in the perceptions of the importance of writing a project proposal between supervisors of each state as compared to supervisors of each of the other states.

A total of 207 responses was analyzed for this competency. Ranking the importance on a scale of one to ten, supervisors made the following responses: six supervisors (2.9 percent) ranked it first; six supervisors (2.9 percent) ranked it second; twenty-four supervisors (11.6 percent) ranked it third; twelve supervisors (5.8 percent) ranked it fourth; ten

supervisors (4.8 percent) ranked it fifth; ten supervisors (4.8 percent) ranked it sixth; seventeen supervisors (8.2 percent) ranked it seventh; thirty supervisors (14.5 percent) ranked it eighth; thirty-six supervisors (17.4 percent) ranked it ninth; and fifty-six supervisors (27.1 percent) ranked it tenth. Group means ranged from 6.3158 to 8.2174 with 7.203 being the overall mean. Thus, this competency was ranked the ninth most important overall for this task area.

An analysis of this competency is presented in Table 30. No significant difference was revealed. The F ratio was 1.311 with the F probability being 0.2397 which was greater than the .05 level. Thus, the null hypothesis was not rejected.

Table 30

Analysis of Variance for Writing a Project Proposal
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	79.3616	9.9202	1.311	0.2397
Within Groups	198	1498.1156	7.5662		

$P > .05$

Hypothesis 25: There will be no significant difference in the perceptions of the importance of designing a self-instructional packet between supervisors of each state as compared to supervisors of each of the other states.

A total of 207 responses was analyzed for this competency. Ranking the importance on a scale of one to ten, supervisors made the following

responses: no supervisors ranked it first; two supervisors (1.0 percent) ranked it second; two supervisors (1.0 percent) ranked it third; five supervisors (2.4 percent) ranked it fourth; thirteen supervisors (6.3 percent) ranked it fifth; ten supervisors (4.8 percent) ranked it sixth; twenty-seven supervisors (13.0 percent) ranked it seventh; forty-seven supervisors (22.7 percent) ranked it eighth; fifty-nine supervisors (28.5 percent) ranked it ninth; and forty-two supervisors (20.3 percent) ranked it tenth. Group means ranged from 7.4167 to 8.6667 with 8.072 being the overall mean. Thus, this competency was ranked the tenth most important overall for this task area.

Represented in Table 31 are the results of the analysis of this competency. No significant difference was revealed. The F ratio was 1.157 with the F probability being 0.3271 which was greater than the .05 level. This indicated that little difference existed in supervisors' perceptions of the importance of designing a self-instructional packet. Therefore, the null hypothesis was not rejected.

Table 31

Analysis of Variance for Designing a Self-instructional
Packet Between State Department Educational
Supervisors from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	27.3312	3.4164	1.157	0.3271
Within Groups	198	584.5811	2.9524		

$P > .05$

Hypothesis 26: There will be no significant difference in the perceptions of the importance of designing a training program series between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to ten, supervisors made the following responses: four supervisors (1.9 percent) ranked it first; three supervisors (1.4 percent) ranked it second; twenty-nine supervisors (13.9 percent) ranked it third; thirty supervisors (14.4 percent) ranked it fourth; twenty-one supervisors (10.1 percent) ranked it fifth; twenty-four supervisors (11.5 percent) ranked it sixth; twenty-eight supervisors (13.5 percent) ranked it seventh; twenty-three supervisors (11.1 percent) ranked it eighth; twenty-six supervisors (12.5 percent) ranked it ninth; and twenty supervisors (9.6 percent) ranked it tenth. Group means ranged from 5.6087 to 6.7619 with 6.154 being the overall mean. Thus, this competency was ranked the seventh most important overall for this task area.

The results of the analysis of this competency are presented in Table 32. There was no significant difference found. The F ratio was 0.624 with the F probability being 0.7570 which was greater than the .05 level. This indicated that extremely little difference existed in supervisors' perceptions of the importance of designing a training program series. The null hypothesis was not rejected.

Table 32

Analysis of Variance for Designing a Training Program
Series Between State Department Educational
Supervisors from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	29.8398	3.7300	0.624	0.7570
Within Groups	199	1189.2362	5.9761		

P > .05

Task Area G - Developing
Public Relations

Hypotheses 27, 28, and 29 were concerned with three competencies grouped under the task area of developing public relations. A discussion of the results of analyses follows.

Hypothesis 27: There will be no significant difference in the perceptions of the importance of informing the public between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to three, ninety-four supervisors (45.2 percent) ranked it first, sixty-three supervisors (30.3 percent) ranked it second, and fifty-one supervisors (24.5 percent) ranked it third. Group means ranged from 1.4348 to 2.1905 with 1.793 being the overall mean. Thus, this competency was ranked the most important overall for this task area.

Table 33 represents an analysis of this competency. There was a significant difference found. The F ratio was 2.376 with the F probability being 0.0182 which was less than the .05 level. Thus, the null

hypothesis was rejected.

Table 33

Analysis of Variance for Informing the Public Between
State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	11.8683	1.4835	2.376	0.0182*
Within Groups	199	124.2420	0.6243		

* $P < .05$

Further analysis was conducted to determine where specific differences lay. The results of the Newman-Keuls procedure are presented in Table 34. Significant differences were revealed between Florida and Louisiana and Florida and Arkansas.

Hypothesis 28: There will be no significant difference in the perceptions of the importance of involving the public between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to three, seventy-nine supervisors (38.0 percent) ranked it first, eighty-eight supervisors (42.3 percent) ranked it second, and forty-one supervisors (19.7 percent) ranked it third. Group means ranged from 1.7000 to 2.2174 with 1.817 being the overall mean. Thus, this competency was ranked the second most important overall for this task area.

The results of an analysis of this competency are presented in Table 35. No significant difference was evident. The F ratio was 1.204

Table 34

Newman-Keuls Procedure for Informing the Public Between
State Department Educational Supervisors
from Nine Southeastern States

Group Means	LA 1.4348	AR 1.4783	GA 1.6500	S.C. 1.7273	KY 1.8333	MS 1.8333	TN 1.8519	VA 2.1250	FL 2.1905	Signif- icant Values
LA 1.4348		.0435	.2152	.2925	.3985	.3985	.4171	.6902	.7557*	.7244
AR 1.4783			.1717	.2490	.3550	.3550	.3736	.6467	.7122*	.7079
GA 1.6500				.0773	.1833	.1833	.2019	.4750	.5405	.6881
S.C. 1.7273					.1060	.1060	.1246	.3977	.4632	.6650
KY 1.8333						.0000	.0186	.2917	.3572	.6369
MS 1.8333							.0186	.2917	.3572	.5990
TN 1.8519								.2731	.3386	.5462
VA 2.1250									.0655	.4571
FL 2.1905										

*Significant at the .05 level

with the F probability being 0.2984 which was greater than the .05 level. This indicated that little difference existed in supervisors' perceptions of the importance of involving the public. Therefore, the null hypothesis was not rejected.

Table 35

Analysis of Variance for Involving the Public Between
State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	5.2185	0.6523	1.204	0.2984
Within Groups	199	107.8391	0.5419		

$P > .05$

Hypothesis 29: There will be no significant difference in the perceptions of the importance of utilizing public opinion between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to three, thirty-five supervisors (16.8 percent) ranked it first, fifty-eight supervisors (27.9 percent) ranked it second, and 115 supervisors (55.3 percent) ranked it third. Group means ranged from 2.0476 to 2.6522 with 2.385 being the overall mean. Thus, this competency was ranked the third most important overall for this task area.

Table 36 represents an analysis of this competency. There was no significant difference found. The F ratio was 1.591 with the F

probability being 0.1293 which was greater than the .05 level. Therefore, the null hypothesis was not rejected.

Table 36

Analysis of Variance for Utilizing Public Opinion Between
State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	7.1683	0.8960	1.591	0.1293
Within Groups	199	112.0623	0.5631		

P > .05

Task Area H - Providing
Facilities for Instruction

Hypotheses 30, 31, and 32 were concerned with three competencies grouped under the task area of providing facilities for instruction. A discussion of the results of analyses follows.

Hypothesis 30: There will be no significant difference in the perceptions of the importance of developing educational specifications between supervisors of each state as compared to supervisors of each of the other states.

A total of 204 responses was analyzed for this competency. Ranking the importance on a scale of one to three, 159 supervisors (77.9 percent) ranked it first, thirty-one supervisors (15.2 percent) ranked it second, and fourteen supervisors (6.9 percent) ranked it third. Group means ranged from 1.0000 to 1.5000 with 1.289 being the overall mean. Thus, this competency was ranked the most important overall for this task area.

An analysis of this competency is presented in Table 37. There was a significant difference found. The F ratio was 2.102 with the F probability being 0.0373 which was less than the .05 level. Thus, the null hypothesis was rejected.

Table 37

Analysis of Variance for Developing Educational
Specifications Between State Department
Educational Supervisors from Nine
Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	5.5530	0.6941	2.102	0.0373*
Within Groups	195	64.3833	0.3302		

* $P \leq .05$

Further analysis was conducted to determine where specific differences lay. The results of the Newman-Keuls procedure are presented in Table 38. No significant differences were revealed, however, which indicated this procedure was not powerful enough to detect differences in this case.

Hypothesis 31: There will be no significant difference in the perceptions of the importance of planning for remodeling between supervisors of each state as compared to supervisors of each of the other states.

A total of 204 responses was analyzed for this competency. Ranking the importance on a scale of one to three, twenty-six supervisors (12.7 percent) ranked it first, 135 supervisors (66.2 percent) ranked it

Table 38

Newman-Keuls Procedure for Developing Educational Specifications
Between State Department Educational Supervisors
from Nine Southeastern States

Group Means	S.C. 1.000	VA 1.0870	FL 1.1500	LA 1.2727	TN 1.2963	KY 1.3750	AR 1.4348	GA 1.4737	MS 1.5000	Signif- icant Values
S.C. 1.000		.0870	.1500	.2727	.2963	.3750	.4348	.4737	.5000	.5268
VA 1.0870			.0630	.1857	.2093	.2880	.3478	.3867	.4130	.5148
FL 1.1500				.1227	.1463	.2250	.2848	.3237	.3500	.5004
LA 1.2727					.0236	.1023	.1621	.2010	.2273	.4836
TN 1.2963						.0787	.1385	.1774	.2037	.4632
KY 1.3750							.0598	.0987	.1250	.4356
AR 1.4348								.0389	.0652	.3972
GA 1.4737									.0263	.3324
MS 1.5000										

second, and forty-three supervisors (21.1 percent) ranked it third. Group means ranged from 1.9167 to 2.2727 with 2.083 being the overall mean. Thus, this competency was ranked the second most important overall for this task area.

The results of an analysis of this competency are presented in Table 39. No significant difference was evident. The F ratio was 0.682 with the F probability being 0.7074 which was greater than the .05 level. This indicated that extremely little difference existed in supervisors' perceptions of the importance of planning for remodeling. Therefore, the null hypothesis was not rejected.

Table 39

Analysis of Variance for Planning for Remodeling
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	1.8385	0.2298	0.682	0.7074
Within Groups	195	65.7448	0.3372		

$P > .05$

Hypothesis 32: There will be no significant difference in the perceptions of the importance of outfitting a facility between supervisors of each state as compared to supervisors of each of the other states.

A total of 204 responses was analyzed for this competency. Ranking the importance on a scale of one to three, nineteen supervisors (9.3 percent) ranked it first, forty supervisors (19.6 percent) ranked it second, and 145 supervisors (71.1 percent) ranked it third. Group means

ranged from 2.4545 to 2.9091 with 2.618 being the overall mean. Thus, this competency was ranked the third most important overall for this task area.

Table 40 represents an analysis of this competency. There was no significant difference found. The F ratio was 1.095 with the F probability being 0.3680 which was greater than the .05 level. This indicated that little difference existed in supervisors' perceptions of the importance of outfitting a facility. Thus, the null hypothesis was not rejected.

Table 40

Analysis of Variance for Outfitting a Facility Between
State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	3.7059	0.4632	1.095	0.3680
Within Groups	195	82.4707	0.4229		

$P > .05$

Task Area I -
Evaluating Instruction

Hypotheses 33, 34, 35, and 36 were concerned with four competencies grouped under the task area of evaluating instruction. A discussion of the results of analyses follows.

Hypothesis 33: There will be no significant difference in the perceptions of the importance of observing and analyzing teaching between supervisors of each state as compared to supervisors of each of the other

states.

A total of 207 responses was analyzed for this competency. Ranking the importance on a scale of one to four, 134 supervisors (64.7 percent) ranked it first, forty-two supervisors (20.3 percent) ranked it second, eighteen supervisors (8.7 percent) ranked it third, and thirteen supervisors (6.3 percent) ranked it fourth. Group means ranged from 1.3000 to 1.9583 with 1.565 being the overall mean. Thus, this competency was ranked the most important overall for this task area.

An analysis of this competency is presented in Table 41. There was no significant difference revealed. The F ratio was 1.242 with the F probability being 0.2763 which was greater than the .05 level. This indicated that little difference existed in supervisors' perceptions of the importance of observing and analyzing teaching. Thus, the null hypothesis was not rejected.

Table 41

Analysis of Variance for Observing and Analyzing Teaching
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	7.8794	0.9849	1.242	0.2763
Within Groups	198	156.9898	0.7929		

$P > .05$

Hypothesis 34: There will be no significant difference in the perceptions of the importance of designing a questionnaire between supervisors of each state as compared to supervisors of each of the other states.

A total of 207 responses were analyzed for this competency. Ranking the importance on a scale of one to four, thirty-five supervisors (16.9 percent) ranked it first, thirty-eight supervisors (18.4 percent) ranked it second, forty-six supervisors (22.2 percent) ranked it third, and eighty-eight supervisors (42.5 percent) ranked it fourth. Group means ranged from 2.5238 to 3.3333 with 2.903 being the overall mean. Thus, this competency was ranked the fourth most important overall for this task area.

The results of an analysis of this competency are presented in Table 42. No significant difference was evident. The F ratio was 1.615 with the F probability being 0.1226 which was greater than the .05 level. Therefore, the null hypothesis was not rejected.

Table 42

Analysis of Variance for Designing a Questionnaire
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	16.1719	2.0215	1.615	0.1226
Within Groups	198	247.8951	1.2520		

$P > .05$

Hypothesis 35: There will be no significant difference in the perceptions of the importance of interviewing in-depth between supervisors of each state as compared to supervisors of each of the other states.

A total of 207 responses was analyzed for this competency. Ranking

the importance on a scale of one to four, nine supervisors (4.3 percent) ranked it first, sixty-eight supervisors (32.9 percent) ranked it second, ninety-six supervisors (46.4 percent) ranked it third, and thirty-four supervisors (16.4 percent) ranked it fourth. Group means ranged from 2.3704 to 3.0417 with 2.749 being the overall mean. Thus, this competency was ranked the second most important overall for this task area.

Table 43 represents an analysis of this competency. There was no significant difference found. The F ratio was 1.549 with the F probability being 0.1425 which was greater than the .05 level. The null hypothesis was not rejected.

Table 43

Analysis of Variance for Interviewing In-depth Between
State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	7.3593	0.9199	1.549	0.1425
Within Groups	198	117.5779	0.5938		

$P > .05$

Hypothesis 36: There will be no significant difference in the perceptions of the importance of analyzing and interpreting data between supervisors of each state as compared to supervisors of each of the other states.

A total of 208 responses was analyzed for this competency. Ranking the importance on a scale of one to four, thirty-one supervisors (14.9

percent) ranked it first, sixty supervisors (28.8 percent) ranked it second, forty-seven supervisors (22.6 percent) ranked it third, and seventy supervisors (33.7 percent) ranked it fourth. Group means ranged from 2.1667 to 3.1304 with 2.750 being the overall mean. Thus, this competency was ranked the third most important overall for this task area.

An analysis of this competency is presented in Table 44. There was a significant difference found. The F ratio was 2.398 with the F probability being 0.0172 which was less than the .05 level. Thus, the null hypothesis was rejected.

Table 44

Analysis of Variance for Analyzing and Interpreting Data
Between State Department Educational Supervisors
from Nine Southeastern States

Source	DF	SS	MS	F Ratio	F Prob.
Between Groups	8	21.1926	2.6491	2.398	0.0172*
Within Groups	199	219.8065	1.1046		

* $P \leq .05$

Further analysis was conducted to determine where specific differences lay. The results of the Newman-Keuls procedure are presented in Table 45. A significant difference existed only between Louisiana and Kentucky.

Table 45

Newman-Keuls Procedure for Analyzing and Interpreting Data
Between State Department Educational Supervisors
from Nine Southeastern States

Group Means	KY 2.1667	VA 2.4167	AR 2.5652	GA 2.6000	MS 2.7917	S.C. 2.9545	FL 3.0000	TN 3.1111	LA 3.1304	Signif- icant Values
KY 2.1667		.2500	.3985	.4333	.6250	.7878	.8333	.9444	.9637*	.9636
VA 2.4167			.1485	.1833	.3750	.5378	.5833	.6944	.7137	.9417
AR 2.5652				.0348	.2265	.3893	.4348	.5459	.5652	.9153
GA 2.6000					.1917	.3545	.4000	.5111	.5304	.8846
MS 2.7917						.1628	.2083	.3194	.3387	.8473
S.C. 2.9545							.0455	.1566	.1759	.7968
FL 3.0000								.1111	.1304	.7265
TN 3.1111									.0193	.6080
LA 3.1304										

*Significant at the .05 level

Summary

The purpose of this study was to determine if differences existed in supervisors' perceptions of the importance of specified supervisory competencies. State department supervisors from nine Southeastern states were involved in the study. They were asked to rank order the importance of each competency grouped according to task area. Thirty-six null hypotheses were formulated to be tested using the analysis of variance which was followed up with the Newman-Keuls procedure if significant differences were revealed. The latter test was conducted to determine where significant differences lay.

Twenty-eight of the null hypotheses were not rejected as no significant difference was found. Eight null hypotheses were rejected as analyses revealed significant differences which included hypotheses 3, 8, 9, 19, 20, 27, 30, and 36.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Supervisory competencies are any combination of knowledge and skill that is adequate for achieving a task. Supervisory roles are determined by the tasks performed. Many authorities in the field of supervision have reported much diversity has existed in supervisory roles.

The problem of this study was to determine if differences existed in supervisors' perceptions of the importance of specified supervisory competencies. Included in the study were supervisors at the state department level in nine Southeastern states which were as follows: Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, South Carolina, Tennessee, and Virginia.

Two letters were written to Ben M. Harris, Professor of Educational Administration, University of Texas, soliciting input for the study and requesting permission to adopt a list of thirty-six competencies which had been developed and validated by him in previous pilot studies. The competencies grouped according to task area were as follows:

- A. Developing Curriculum
 - A-1 Setting instructional goals
 - A-2 Designing instructional units
 - A-3 Developing and adapting curricula

- B. Providing Materials
 - B-1 Evaluating and selecting learning materials
 - B-2 Producing learning materials
 - B-3 Evaluating the utilization of learning resources

- C. Providing Staff for Instruction
 - C-1 Developing a staffing plan
 - C-2 Recruiting and selecting personnel
 - C-3 Assigning personnel

- D. Organizing for Instruction
 - D-1 Revising existing structures
 - D-2 Assimilating programs
 - D-3 Monitoring new arrangements

- E. Relating Special Pupil Services
 - E-1 Analyzing and securing services
 - E-2 Orienting and utilizing special personnel
 - E-3 Scheduling services
 - E-4 Evaluating the utilization of services

- F. Arranging for In-service Education
 - F-1 Supervising in a clinical mode
 - F-2 Planning for individual growth
 - F-3 Designing in-service training sessions
 - F-4 Conducting in-service training sessions
 - F-5 Training for leadership roles
 - F-6 Assessing needs for in-service education
 - F-7 Developing a master plan
 - F-8 Writing a project proposal
 - F-9 Designing a self-instructional packet
 - F-10 Designing a training program series

- G. Developing Public Relations
 - G-1 Informing the public
 - G-2 Involving the public
 - G-3 Utilizing public opinion

- H. Providing Facilities for Instruction
 - H-1 Developing educational specifications
 - H-2 Planning for remodeling
 - H-3 Outfitting a facility

- I. Evaluating Instruction
 - I-1 Observing and analyzing teaching
 - I-2 Designing a questionnaire
 - I-3 Interviewing in-depth
 - I-4 Analyzing and interpreting data

Forty supervisors at the state department level were randomly selected from each state. A list of state department supervisors was obtained from each state by writing a letter to the chief state school officer. Survey instruments were mailed to the supervisors along with

a cover letter explaining the purpose of the study, soliciting their response, and assuring them of personal anonymity. Follow-up letters were mailed to those who had not responded two weeks later. After one month, data collection was discontinued as the minimum number of returns had been surpassed representing 57.78 percent of the sample.

Thirty-six null hypotheses were formulated to be tested at the .05 level of significance. Each hypothesis concerned a specific competency. Competencies were grouped according to task area.

The analysis of variance was used as the first step in data analysis. This yielded an F ratio which indicated whether or not a significant difference existed. If a significant difference was revealed a follow-up test was conducted to determine where specific differences lay. The Newman-Keuls procedure was used for this purpose.

Significant differences were revealed in only eight of the thirty-six hypotheses tested which were concerned with the following competencies:

- A-3 Developing and adapting curricula
- C-2 Recruiting and selecting personnel
- C-3 Assigning personnel
- F-3 Designing in-service training sessions
- F-4 Conducting in-service training sessions
- G-1 Informing the public
- H-1 Developing educational specifications
- I-4 Analyzing and interpreting data

Thus, the null hypothesis was rejected for hypotheses 3, 8, 9, 19, 20, 27, 30, and 36.

Specific differences were revealed by the Newman-Keuls procedure.

They were as follows:

Hypothesis 3 - Arkansas (2.4348) with South Carolina (1.8636) and Arkansas with Kentucky (1.8760).

Hypothesis 8 - No significant differences were revealed which indicated the procedure was not powerful enough to detect differences in this case.

Hypothesis 9 - Georgia (2.8500) with Mississippi (2,3750), Arkansas (2.8696) with Mississippi, and Tennessee (2.8889) with Mississippi.

Hypothesis 19 - Florida (4.9048) with Virginia (2.6250).

Hypothesis 20 - Tennessee (7.3333) with Virginia (4.3750) and Tennessee with Arkansas (4.7391).

Hypothesis 27 - Florida (2.1905) with Louisiana (1.4348) and Florida with Arkansas (1.4783).

Hypothesis 30 - No significant differences were revealed which indicated the procedure was not powerful enough to detect differences in this case.

Hypothesis 36 - Louisiana (3.1304) with Kentucky (2.1667).

Conclusions

Based on the findings of the study, the researcher concluded the following:

1. Generally, supervisors from the nine states involved in the study did not differ significantly on the importance of supervisory competencies. No significant difference was revealed in twenty-eight of the thirty-six hypotheses tested, each concerned with a specific competency.

2. The fact that supervisors did not differ significantly on the

importance of most of the supervisory competencies (77.77 percent) was not consistent with the diversity of roles and perceptions of supervisors as proclaimed in the literature.

3. There was a significant difference between supervisors' perceptions of the importance of developing and adapting curricula (competency A-3). However, only two values out of a possible thirty-six in the Newman-Keuls table differed significantly. The significant differences included Arkansas with South Carolina, and Arkansas with Kentucky.

4. There was a significant difference between supervisors' perceptions of the importance of recruiting and selecting personnel (competency C-2). However, no specific differences were revealed in the Newman-Keuls procedure. This was probably due to the procedure not being powerful enough to detect differences in this case as the F probability (0.03591) was too close to the .05 level used for testing the hypothesis.

5. There was a significant difference between supervisors' perceptions of the importance of assigning personnel (competency C-3). However, only three values out of a possible thirty-six in the Newman-Keuls table differed significantly. The significant differences included Georgia with Mississippi, Arkansas with Mississippi, and Tennessee with Mississippi.

6. There was a significant difference between supervisors' perceptions of the importance of designing in-service training sessions (competency F-3). However, only one value out of a possible thirty-six in the Newman-Keuls table differed significantly. The significant difference existed between Florida and Virginia.

7. There was a significant difference between supervisors' perceptions of the importance of conducting in-service training sessions (competency F-4). However, only two values out of a possible thirty-six in the Newman-Keuls table differed significantly. The significant differences included Tennessee with Virginia, and Tennessee with Arkansas.

8. There was a significant difference between supervisors' perceptions of the importance of informing the public (competency G-1). However, only two values out of a possible thirty-six in the Newman-Keuls table differed significantly. The significant differences included Florida with Louisiana, and Florida with Arkansas.

9. There was a significant difference between supervisors' perceptions of the importance of developing educational specifications (competency H-1). However, no specific differences were revealed in the Newman-Keuls procedure. This was probably due to the procedure not being powerful enough to detect differences in this case as the F probability (0.0373) was too close to the .05 level used for testing the hypothesis.

10. There was a significant difference between supervisors' perceptions of the importance of analyzing and interpreting data (competency I-4). However, only one value out of a possible thirty-six in the Newman-Keuls table differed significantly. The significant difference existed between Louisiana and Kentucky.

11. Although significant differences were found in eight of the thirty-six hypotheses tested, specific differences were minimal. The greatest number of values found to be significantly different was three

out of a possible thirty-six in the Newman-Keuls tables. This reinforces conclusion number two.

12. When grouped according to the nine task areas, no significant differences were found in providing materials, organizing for instruction, and relating special pupil services.

13. When grouped according to the nine task areas, four had only one competency in which a significant difference existed. The four task areas included: developing curriculum, developing public relations, providing facilities for instruction, and evaluating instruction. Each task area consisted of three or four competencies in this case.

14. When grouped according to the nine task areas, two had two competencies in which a significant difference existed. The two task areas were providing staff for instruction and arranging for in-service education. The former task area consisted of only three competencies but the latter consisted of ten competencies. Thus, task area C, providing staff for instruction, had more differences proportionately than any other task area.

15. In twenty-eight of the competencies, no significant difference existed in supervisors' perceptions of their importance. In these, the F probability level ranged from 0.0923 to 0.7592 with seventeen competencies having an F probability level exceeding the 0.2500 level. This indicated little difference existed in supervisors' perceptions of these competencies and possibly some correlation, especially in some of the higher F probability levels.

16. The number of times each state differed significantly from another state as revealed by the Newman-Keuls procedure was as follows:

Arkansas - five, South Carolina - one, Kentucky - two, Georgia - one, Mississippi - three, Tennessee - three, Florida - three, Virginia - two, Louisiana - two. Again, this was minimal as each table had thirty-six values. Including the twenty-eight competencies in which no significant differences were found, the total possible significant differences in the Newman-Keuls tables would have been 1,296.

Recommendations

As a result of the findings of this study the researcher proposed the following recommendations:

1. Local school systems should evaluate and revise accordingly the job descriptions of instructional supervisors.

2. Universities in the Southeast that offer graduate programs in supervision should evaluate their programs and develop some degree of consistency and uniformity in program content.

3. A study of this nature should be conducted in the Southeast involving instructional supervisors at the local level.

4. A study should be conducted to determine how supervisors spend their time and their perceptions of other aspects of their jobs such as job satisfiers and job dissatisfiers.

5. The role of the instructional supervisor should be delineated from administration. Specific tasks and responsibilities should be supervisory in nature, not regulatory or clerical. If this cannot be achieved, their title should be changed to administrative assistants or some other more appropriate title.

6. A consortium of instructional supervisors from the Southeast

should be established. One of their priorities should be to promote the role of instructional supervisors and to try to align their job descriptions with their perceptions of instructional supervision.

7. Another study should be conducted among instructional supervisors in the Southeast to determine which specific competencies are regarded as most important. This would be of tremendous assistance to local school systems in determining job descriptions. It would also be very beneficial to universities offering graduate programs in supervision in determining emphasis in their programs.

8. Perhaps other areas of the country could replicate this study, possibly even a nationwide study, to determine whether supervisors differ significantly in their perceptions of the importance of supervisory competencies. More congruence could be established between actual and ideal roles.

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APPENDICES

APPENDIX A

LETTERS TO BEN M. HARRIS

EAST TENNESSEE STATE UNIVERSITY

JOHNSON CITY, TENNESSEE 37601

February 17, 1961

COLLEGE OF EDUCATION
Department of Supervision and Administration

Dr. Ben M. Harris
Professor of Educational Administration
Department of Educational Administration
University of Texas
Austin, Texas 78712

Dear Dr. Harris:

I am a doctoral student at East Tennessee State University, Johnson City, TN, and am in the planning stage of my dissertation. I have read your book, Supervisory Behavior in Education, and am interested in your Instructional Leadership Competencies, an instrument you developed in a collaborative study with Kenneth E. McIntyre.

It is a possibility that I may want to use your instrument in my study. I would like your permission to do so, along with a copy of the revised instrument.

Your assistance and cooperation will be greatly appreciated and beneficial to me in initiating my study.

Thank you very much.

Sincerely,



Joe Parkins
Doctoral Fellow
Route 3, Box 17
Chuckey, TN 37641



Robert G. Shepard
Chairman, Doctoral Program

EAST TENNESSEE STATE UNIVERSITY

JOHNSON CITY, TENNESSEE 37601

COLLEGE OF EDUCATION
Department of Supervision and Administration

March 4, 1981

Dr. Ben Harris
Professor of Educational Administration
Department of Educational Administration
University of Texas
Austin, Texas 78712

Dear Dr. Harris:

Thank you very much for your prompt response to my letter of inquiry concerning your supervisory competencies instrument.

I am more interested in using an instrument in which supervisors rate the competencies on a scale of 1-4, from most important to least important. You alluded to using such an instrument in a study mentioned in your book, Supervising Behavior in Education.

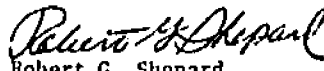
If you have such an instrument available, I would like a copy of it and permission to use and reproduce it for my study. Information regarding the validity established in field testing would also be appreciated.

I will be happy to share my findings with you upon completion of my study. Thank you very much for your assistance and cooperation.

Sincerely,



Joe Parkins
Doctoral Fellow
Route 3, Box 17
Chuckey, TN 37641



Robert G. Shepard
Chairman, Doctoral Program

APPENDIX B

THE QUESTIONNAIRE

SUPERVISORY COMPETENCIES SURVEY INSTRUMENT

No. _____

State _____

(col. 47)

Listed below are nine task areas of supervision with specified competencies listed under each. For each task area rank the competencies in the order of importance beginning with "1", and proceeding to "2", "3", etc., as it pertains to an instructional supervisor.

For Computer
use only
(col.)

- A. Developing Curriculum
- (1) _____ A-1 Setting instructional goals
- (2) _____ A-2 Designing instructional units
- (3) _____ A-3 Developing and adapting curricula
- B. Providing Materials
- (4) _____ B-1 Evaluating and selecting learning materials
- (5) _____ B-2 Producing learning materials
- (6) _____ B-3 Evaluating the utilization of learning resources
- C. Providing Staff for Instruction
- (7) _____ C-1 Developing a staffing plan
- (8) _____ C-2 Recruiting and selecting personnel
- (9) _____ C-3 Assigning personnel
- D. Organizing for Instruction
- (10) _____ D-1 Revising existing structures
- (11) _____ D-2 Assimilating programs
- (12) _____ D-3 Monitoring new arrangements
- E. Relating Special Pupil Services
- (13) _____ E-1 Analyzing and securing services
- (14) _____ E-2 Orienting and utilizing special personnel
- (15) _____ E-3 Scheduling services
- (16) _____ E-4 Evaluating the utilization of services
- F. Arranging for In-service Education
- (17, 18) _____ F-1 Supervising in a clinical mode
- (19, 20) _____ F-2 Planning for individual growth
- (21, 22) _____ F-3 Designing in-service training sessions
- (23, 24) _____ F-4 Conducting in-service training sessions
- (25, 26) _____ F-5 Training for leadership roles
- (27, 28) _____ F-6 Assessing needs for in-service education
- (29, 30) _____ F-7 Developing a master plan
- (31, 32) _____ F-8 Writing a project proposal
- (33, 34) _____ F-9 Designing a self-instructional packet
- (35, 36) _____ F-10 Designing a training program series

- G. Developing Public Relations
- (37) _____ G-1 Informing the public
- (38) _____ G-2 Involving the public
- (39) _____ G-3 Utilizing public opinion
- H. Providing Facilities for Instruction
- (40) _____ H-1 Developing educational specifications
- (41) _____ H-2 Planning for remodeling
- (42) _____ H-3 Outfitting a facility
- I. Evaluating Instruction
- (43) _____ I-1 Observing and analyzing teaching
- (44) _____ I-2 Designing a questionnaire
- (45) _____ I-3 Interviewing in-depth
- (46) _____ I-4 Analyzing and interpreting data

APPENDIX C

INITIAL AND FOLLOW-UP LETTERS TO
CHIEF STATE SCHOOL OFFICER

EAST TENNESSEE STATE UNIVERSITY

JOHNSON CITY, TENNESSEE 37601

March 11, 1981

COLLEGE OF EDUCATION
Department of Supervision and Administration

Dear Sir:

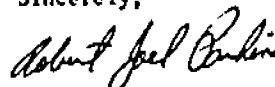
By way of introduction, I am a doctoral student at East Tennessee State University, Dept. of Supervision and Administration, Johnson City, TN, and am presently in the prospectus stage of my dissertation.

It is my desire to conduct a study investigating supervisors' perceptions of specific competencies related to their position. Supervisors of instruction at the state department level from the Southeastern U.S. are the target population. Specifically, these would include secondary supervisors, elementary supervisors, middle or junior high school supervisors, and/or academic area supervisors.

If you agree that my study has merit, I would appreciate a list of supervisors at the state department level in your state, including their addresses. Your assistance can be of tremendous help to me as I get my study underway.

Thank you very much for your cooperation.

Sincerely,



Robert Joel Parkins
Doctoral Fellow
Route 3, Box 17
Chuckey, TN 37641



Robert G. Shepard
Chairman, Doctoral Program



East Tennessee State University

Department of Supervision and Administration • Box 19000A • Johnson City, Tennessee 37614 • (615) 929-4415, 4430

April 8, 1981

Dear Sir:

About a month ago I wrote to you requesting a list of state department supervisors. The purpose of my request was to enable me to randomly select participants for a research study. Possibly this correspondence has not reached you or an oversight has been made in responding.

The responses to my study will in no way be embarrassing nor derogatory to your state as the participants will merely be ranking the importance of specified supervisory competencies.

Your state's participation in this study is greatly valued as the results will have regional (Southeastern) implications for supervision. I sincerely request this information and will greatly appreciate your cooperation.

Thank you very much.

Sincerely,

Handwritten signature of Robert Joel Parkins in cursive.

Robert Joel Parkins
Rt. 3, Box 17
Chuckey, TN 37641

Handwritten signature of Robert G. Shepard in cursive.

Robert G. Shepard
Associate Professor
Chairman, Doctoral Program

APPENDIX D

COVER LETTER

EAST TENNESSEE STATE UNIVERSITY

JOHNSON CITY, TENNESSEE 37601

May 14, 1981

COLLEGE OF EDUCATION
Department of Supervision and Administration

Dear Sirs:

By way of introduction, I am a doctoral student in the Department of Supervision and Administration, East Tennessee State University, Johnson City, TN, and am presently in the prospectus stage of my dissertation.

It is my desire to conduct a study investigating supervisors' perceptions of specific competencies related to their position. Your assistance in this study would be of tremendous value and significance. The results would have regional implications for future university preparation programs for supervisors and job descriptions for instructional supervisors in local school districts.

The responses you make will in no way be embarrassing nor derogatory to your state as you will merely be ranking the importance of specific supervisory competencies. Only a few minutes of your time will be required to complete the survey. Individual responses will be completely anonymous. The I.D. number on the survey instrument is for identification purposes only. After your response has been received the identification will be discarded.

Please return the completed survey as promptly as possible in the enclosed stamped, self-addressed envelope. Thank you very much.

Sincerely,



Robert Joel Parkins
Rt. 3, Box 17
Chuckey, TN 37641

APPENDIX E

FOLLOW-UP LETTER

EAST TENNESSEE STATE UNIVERSITY
JOHNSON CITY, TENNESSEE 37601

May 29, 1981

COLLEGE OF EDUCATION
Department of Supervision and Administration

Dear Sir:

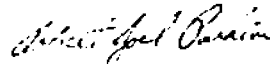
Several weeks ago I mailed you a letter requesting you to complete a survey of supervisory competencies. Perhaps this correspondence did not reach you or an oversight has been made.

If for some reason you have not completed and returned the survey I would appreciate it very much if you would take a few minutes to complete the enclosed one and return to me in the stamped, self-addressed envelope.

Your response is greatly valued and significant. It will be kept anonymous as the I.D. number will be discarded upon receipt of your completed survey.

Thank you very much for your effort, time, and cooperation. A prompt response will be appreciated.

Sincerely,



Robert Joel Parkins
Rt. 3, Box 17
Chuckey, TN 37641

