CHAPTER II

SURVEY OF RELATED LITERATURE
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Survey of related literature is an important pre-requisite to actual planning and execution of any research work. Feeling the importance of this survey, Best writes, "... a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods to attack have been promising and disappointing and what problems remain to be solved". ¹

The study of related literature helps the researcher in acquiring information about the studies done in the field, protects against unnecessary duplication, guides in carrying out the investigation successfully and makes him familiar with the steps.

Supervision is an important aspect of school education. It has received wide attention of the research workers and administrators in foreign countries. Unfortunately, not much attention has been given to this aspect in Thailand. It is proposed in this chapter, to survey the thinking on this topic as is available from research studies and other literature in foreign countries. Such a survey will help in formulating a more correct point of view for this study.

The related literature was divided under the following heads:

2.1 Expectations
2.2 Appraisal

2.1 EXPECTATIONS

The study of the literature provided information with regard to teachers' desire for help from supervisors. The information regarding the expectations could be organised under the following categories:

2.1.1 Aspects in which help is sought.
2.1.2 Nature and techniques of supervision desired.

2.1.1 Aspects in which help is sought

Replogle's study lists areas in which teachers desired

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help from the supervisors. The list included improving teaching methods and techniques, utilising newly discovered principles of group dynamics, providing for individual differences in crowded classes, handling pupils behaviour and discipline cases, meeting needs of typical students, using art and music to better advantage in the regular classroom situations, using the current teaching situations to develop understanding of the contemporary social realities, making better use of visual aids, locating and making available expert resource personnel as special problems arose, constructing and building teaching units on problems and topics not found in basic text-books.

Hugh's study based on the opinions of the teachers and administrators in Oregon, revealed that about half of teachers did not believe themselves to be adequately competent in the use of audio-visual aids, and new reference material, the guidance of young people and student evaluation. Two fifth of the teachers did not consider themselves competent to handle student participation in classroom, extra-curricular activities and to work with parents and other laymen.

Connecticut State Department of Education found out

3Wood Hugh, *Inservice Education of Teacher - An Evaluation, School of Education* (Oregon, 1950); p. 28.

the general needs of teachers in Connecticut. On the basis of 5117 responses the following needs were revealed by 10% or more of teachers. They were:

Improved teaching procedures, fuller understanding of philosophy and aims of present day education, planning curriculum content, child growth and development, understanding of forces affecting education and greater understanding and skill in the group process.

Mills and Rogers give in rank order the following problems of elementary school teachers.

Teaching dull children, handling the seriously mal-adjusted, grading and marking promotion and retention, adapting instruction to a wide range within the group, financial problems, teaching oversized classes, arranging parent conferences, aiding students after absence, teacher load, community demands at times, extreme deviations in maturity, grade level expectancies and teaching bright children.

Tantimedh studied the prediction of the high school principal's role in 1980. He concluded that the high school principal in 1980 will be expected to be involved more in

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the task area of curriculum and instructional development. He will be expected to make more use of his staff in planning the courses and successful operation of the school. The high school principal in 1980 will also be expected to play a greater role in other task areas, for example, he will be expected to upgrade his teachers' professional ability by providing more consultants and inservice programmes, take a more active part in communicating with student governance committees, communicate more often with public and private organizations within the community and increasingly involve his staff in the development and administration of the budget for his school. The research also indicated that differences in expectation about the role of the high school principal were found associated with the variable of position in the task area of school-community relations, and the variable of administrative experience in the task area of student personnel development.

Brown" made a study of changing roles and responsibilities of the elementary school principal. This study indicated

that there might be certain changes developing in the role of the principal. The respondents felt that the principal should: (1) Help the teacher become more involved in the operation of the school and in the total development of the elementary school. Child throughout the year is attending that school. (2) Make the work of the principal more visible to both the public outside of the school and to the school personnel. (3) Retain his present duties in the school but become more directly involved in the teaching-learning process, by working in the class-room with the students and teachers.

Runcharoen\textsuperscript{8} studied development of an in-service teacher education model for the elementary school teachers of Thailand. The conclusions of his study reveal that: (1) An in-service education programme should be continuous and consistent with the needs of teachers and of society. (2) Responsibility for in-service education which places upon the role of the school principal is sound in both theory and practice. (3) A school principal should cooperatively work with his staff in carrying on an in-service education programme. (4) Goals and objective of the programme should be clearly stated. (5) Many kinds of activities should be utilized in implementing the programme. (6) Follow-up evaluation techniques should be used from time to time.

\textsuperscript{8}Teera, Runcharoen, "Development of an In-service Teacher Education Model for the Elementary School Teachers of Thailand", \textit{Dissertation Abstracts International} Vol.35, No.9, March 1975, p. 9745-A.
Bradley conducted a study of perceptions of roles in instructional supervision by principals in a metropolitan school district. The following conclusions are supported by the findings in this study: (1) There is agreement between principals of elementary schools and principals of secondary schools with respect to their perceptions of their roles in curriculum development supervision. (2) From the reports of principals of elementary schools, it was found that they did better than principals of secondary schools with respect to their perceptions of their roles in general instructional supervision. (3) There is agreement between principals of schools with large student enrolments and principals of schools with small student enrolments with respect to their perceptions of their roles in curriculum development supervision. (4) There is agreement between principals of schools with large student enrolments and principals of schools with small student enrolments with respect to their perceptions of their roles in general instructional supervision. (5) Principals reported that their perceptions of their performances of roles in general instructional supervision were better than their performances in curriculum development supervision.

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(6) Principals scored above the average rating as defined by the supervisory role perception questionnaire response scale with respect to their perceptions of their roles.

Fraser\(^{10}\) in his study on supervisory behavior and teacher satisfaction in Montana Public Schools. The major findings of his study were that: (1) responses to a few of the items were dependent either on sex, or teaching level, or years of teaching experience. (2) many Montana teachers would prefer to experience more often thirty-one supervisory practices recommended in the literature since 1970. (3) Satisfaction with supervision is significantly related to the absolute values of the difference between the actual score and preferred score for these same thirty-one supervisory practices taken collectively and (4) the absolute values of discrepancy scores for seventeen of the thirty-one recommended supervisory practices were found to make a significant, unique contribution to the prediction of one or more of the satisfaction indices.

Aplin\(^{11}\) made a study of supervisory role expectations of the department chairperson as perceived by teachers, principals


and department chairpersons. The following conclusions were drawn:

(1) The department chairperson experiences a high degree role of conflict in the overall performance of his/her function as a supervisor of instruction.

(2) The department chairperson is conflict prone in his/her activities in each of the supervisory task areas of evaluation, curriculum development, in-service education, materials development, and staffing.

(3) The introduction of collective bargaining in education has created a potential source of role conflict for the department chairperson.

Walls studied elementary teachers' perceptions and expectations of their principals' leader behaviours and teachers' preferences for principals as their instructional leaders. He concluded that: (1) Elementary classroom teachers preferred as their instructional leaders; (a) teacher colleagues, (b) assistant principals, (c) principals, and (d) central office supervisors. (2) Elementary classroom teachers' first preferences for instructional leaders were most frequently based

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on one of the following reasons: (a) they were available or easily accessible, (b) they were knowledgeable, (c) they had experience, (d) they were understanding, (e) they were helpful, and (f) it was the instructional leader's job responsibility. (3) Elementary classroom teachers who preferred the four instructional leaders did not differ in terms of their sex, their highest level of education and the sex of their principals. (4) Elementary classroom teachers who preferred principals and those who did not prefer principals as their instructional leaders differed on their perceptions of principals on the consideration dimension only.

2.1.2 Nature and Techniques of Supervision Desired

Antell 13 studied the nature of supervision as desired by teachers. Teachers' responses to the questionnaire showed that they favoured supervisory practices which gave them widest latitude in curriculum development and which gave them genuine assistance. They resented all forms of imposition.

Franseth studied the techniques of supervision as desired by teachers. The study explains not only the type of techniques desired, but also the spirit behind them considered helpful.

The type of supervisory visit wanted by the largest number of teachers was 'a call' to give help to specific problems named by teachers. Attendance working was desired to be voluntary rather than compulsory.

Hetzel studied role perceptions and attitudes of supervisors, principals, and teachers toward supervision in the elementary schools of the Archdiocese of Philadelphia. The conclusions of the study were as follows:

**Frequency, Adequacy and Practice of Supervision:**

1. Both supervisors and principals provided supervision through formal classroom visitation once or twice during the school year. 2. The majority of the principal and teacher respondents considered the frequency of supervision by both the principal and supervisor to be

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adequate. (3) The majority of the supervisors considered the frequency of their own supervision and supervision by the principal to be inadequate. (4) Half of the principal and supervisor respondents and most of the teachers considered supervision by the principal to be sufficient without the help of additional personnel. (5) A majority of all respondents thought that principals could realistically give adequate time to supervision. (6) Most of the principal and supervisor respondents indicated the need for additional supervision by a community supervisor while teachers considered this unnecessary. (7) The majority of supervisors favoured additional supervision by a diocesan supervisor. Most principals and teachers did not. (8) A majority of all respondents thought that community supervisors should supervise lay as well as religious teachers.

Supervisory Techniques:

(1) All respondents considered as the most helpful improvement of instruction technique giving encouragement of teacher to take the initiative in designing programmes for the improvement of instruction. (2) Both supervisors and principals perceived the most helpful professional growth technique to be stimulating self-confidence in teachers by positive comments and suggestions, and helping faculty members to attain a feeling of security and satisfaction in their work through encouragement and recognition of efforts. Teachers perceived as the most helpful professional growth
technique the opportunity to attend conference and other service opportunities and the provision of a professional library. (3) Both supervisors and principals perceived as the most helpful classroom management technique helping teachers to work out an effective program of classroom discipline. Teachers considered help in anticipating classroom problems to be the most helpful technique. (4) All respondent groups regarded a prompt follow-up conference after a formal classroom visit to be the most helpful evaluation supervisory technique. (5) School location was the most significant variable for the supervisory techniques in each category of the survey. State in life was a most significant variable for the improvement of instruction and professional growth techniques. Age was the least significant of the teacher variables.

Grande in his study on the relationship between teacher supervision and the Pennsylvania educational quality assessment inventory, arrived at the following major conclusions: (1) Supervision of instruction, as it is currently practised, is not resulting in improved quality of instruction as measured by the Pennsylvania Educational Quality Assessment Inventory (EQ). (2) The amount of time

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spent in instructional supervisory activities, as they are currently practised, is not related to student performance as measured by EQA. (3) When analysed collectively, the supervisory activities of the other district personnel as currently practised, are not related to student performance. (4) Having principals serve as instructional supervisors for two or more buildings reduces the amount of time available to be spent on instructional supervisory activities, but it does not appear to be adversely related to student performance as measured by EQA. (5) School districts lack systematic procedures for evaluating the impact of their instructional supervisory programmes. (6) Being responsible for the instructional supervisory programme for more than one building greatly decreased the likelihood that the principal will utilize the pre-observational conference. (7) Being responsible for the instructional supervisory programme for more than one building decreases the likelihood that the principal will conduct end of the year appraisal conferences. (8) Being responsible for the instructional supervisory programme for more than one building decreases the likelihood of the principal to provide his teachers with an instrument for teacher self-evaluation. (9) Principal and/or school districts are not keeping abreast of research findings and current trends in the area of instructional supervision. (10) Teacher evaluation is still a function performed unilaterally by the principal. (11) In general, the
instructional supervisory process lacks continuity in terms of planning and follow through. (12) The relationship between time spent in instructional supervisory activities and student performance as measured by EQA is not affected by the socio-economic status of the students.

Shrestha¹⁷ made a study of the relationship between role expectations and training needs of educational supervisors in Nepal. The conclusions of his study reveal that:

(1) The supervisory role expectations as identified by this study may be expected to provide a reasonable basis for developing a relevant comprehensive supervisory training programme. (2) The skills and techniques identified from the literature as needed by supervisors can be categorized into five groups. They are: (a) physical facilities, (b) teachers' performance, (c) instructional improvement, (d) school community relations, and (e) miscellaneous. (3) This study established the relationship between supervisory role expectations and the training needs of supervisors, and determined the areas and extent of the training needs in the expected supervisory roles. (4) Serious training needs in almost all the supervisory roles identified from the related literature were verified by the

responses from the supervisors surveyed. (5) The training programme proposed includes all the identified skills and techniques since the majority of respondents indicated a serious need of training for all the questionnaire items.

Rankin\textsuperscript{18} conducted a qualitative study of the decision-making processes and leadership behaviour at the teaching-advising level in selected secondary schools. The major conclusions of his study were as follows: (1) Decision content interdisciplinary units concerns students and common instructional issues, usually daily schedule or extracurricula unit activities; it is 'student-centered'. (2) Decision content in subject departments addresses coordination among teachers for a particular class, development of subject objectives, and administrative matters (primarily budgeting); it is subject-centered. (3) Decisions on class-room instructional topics, materials and methods are made by individual class-room teachers within broad, normative parameters, (4) principals and school-wide coordinators are involved in instructional-level decision making introducing issues to a unit or department and in attending to schoolwide concerns with subschool groups coordinators, however, are not perceived by

teachers as being 'administrators'. (5) When certain departmental or unit personnel are designated 'leaders', some managerial role expectations are placed at that technical level, occasionally creating confusion of role expectations and dissatisfaction over role performance. (6) When units operate without designated leaders, then the involvement of teachers is open, authentic and related to their personalities, interests, and capabilities; hence different individuals fulfil the normative expectations for the unit. (7) A teacher's degree of involvement in decision making at the instructional level is self-determined, depending on interest and expertise in a decision issue, and on personal intervening variables; involvement varies according to type, extent, and frequency of participation. (8) Decision-making occurs in three stages.... before the decision, the moment of decision, and after the decision.... with a personal issue, and interactive orientation pervading the entire process. (9) For instructional level decision making to be efficient a blend of leadership styles at the schoolwide level exists, with participative leadership seen as most appropriate. (10) In technical-level decision-making, emergent leadership facilitates staff satisfaction whereas designated leadership provides for efficiency of unit or department operation.
Beyene made a study of the kind of school supervision needed in developing countries. Case study: Ethiopia. The findings of the study revealed that: (1) The following supervisory techniques were felt to be very useful and highly applicable by a relatively high percentage of respondents. (a) Training and guidance; (b) In-service training or workshops; (c) Demonstration teaching by supervision; (d) Individual conference with teachers; (e) Classroom visitation and observation. (2) Two-thirds of all the practices included in the study were felt by over 50 per cent of the respondents to be useful. (3) The respondents favoured non-authoritarian forms of supervision over authoritarian techniques, and felt the strong need for more teaching education.

2.2 APPRAISAL

Antell's study of Halsey Junior High School, Brooklyn, New York covered eight schools including extremely conservative and extremely progressive schools. The following practices were found helpful by more than 50 per cent

19 Tilahun, Beyene, "The Kind of School Supervision Needed in Developing Countries" (Case Study: Ethiopia), Dissertation Abstracts International Vol.43, No. 7, January 1983, p. 2166-A.

20 Antell, loc. cit.
of the respondents. Availability of professional library, supervisor acting as a consultant or technical adviser, demonstration lessons, grade conferences to discuss common problems, visiting one outstanding school, participation in the formulation of school policies, individual conferences with supervisors, inter-visitation, after school conference for open discussion of a topic of vital interest to the group, inservice courses or workshop participation.

Eckhardt's study of the high school principalship in relation to curriculum development, a doctoral study in California discovered, analysed and evaluated the activities of the Principals. It was revealed that Principals spent much more time on purely administrative problems than on the curriculum development specially during the school day.

Franseeth made a study in this context. Eighty-eight teachers were asked in Long Branch, New Jersey, what kind of supervision was not valuable to them. A teacher committee


22Franseeth, op. cit., p. 36.
conducted the study through a questionnaire: (1) The most effective activity of the supervisor during the visit was a brief demonstration-lesson to illustrate effective teaching. (2) Conference preferred by the greatest numbers of teachers was the one held between the teacher and the supervisor. (3) Orientation period for helping new teachers, problem clinics and workshops were considered of help by quite a few.

Clay conducted a study to find out the supervisory services desired and to the extent, they were received, and also to determine the nature and content of the courses in supervision at the Texas Southern University. One of the findings was that there was no significant differences in what teachers wanted from supervisors and what they received. Chi-square was significant for the differences in receipt and desire of the listed responsibilities 16 degrees of freedom. However, when the comparison was made on the basis of the title of the person used as a frame of reference, the differences in proportion of subjects desiring and receiving the services in the case of principals was significant.

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Guthrie studied ritualism in school principals' observation reports of classroom teachers. He found that adaptative behaviour characterizes the role relationships of teachers and principals, that achieving the goal of instructional improvement in schools through current supervisory practices is questionable, and that the role and function of the principal in the school organization should be reviewed in terms of the characteristics of the school social system.

Grimard in his study on perceptions of the role of the principal as the instructional leader of the high school as viewed by his professional associates. The conclusions of his study reveal that: (1) effective and ineffective instructional leadership behaviour, the important factors in instructional leadership, and the recommendations made for the improvement of instructional leadership can be identified and classified into categories of behaviour. (2) The categories of behaviour which have been identified and classified are important to the high


school principal in improving his instructional leadership behaviour. (3) Perceptions of instructional leadership behaviour vary with the personality, attitudes, needs and roles of teachers and administrators.

Christy conducted a study of the expectancy and effectiveness of the role as instructional leader for the principals of Colorado Springs Public Schools. The following conclusions were reached: (1) Principals must develop human relations and group process skills. (2) Minimal conflict of the principal's instructional leadership role should exist within the educational community. (3) The instructional leadership role of the principal is similar whether the assignment is at the elementary or secondary level. (4) Perceptions of the principal's instructional leadership effectiveness will vary with the personalities and attitudes of teachers and principals. (5) Principals were reluctant to offer suggestions for the improvement of instruction and teachers did not expect the principal to become involved in these processes. (6) Lack of a desire of educators to secure community input to the school programmes may be a source of conflict in the accountability process.

Beach made a study of the perceptions of teachers, principals and supervisors of the instructional supervisory support services in the public schools of Tennessee. The conclusions of his study were as follows: (1) The currently used system of delivering instructional supervisory support services to teachers in the public schools of Tennessee had failed and was incapable of optimum results without modification. (2) Matters other than instructional improvement had a high priority with principals and supervisors in the public schools of Tennessee. (3) Principals and supervisors needed to become more involved in the instructional programme of their schools and districts. (4) Tennessee supervisors had a role identification problem, in that they placed a higher priority on their administrative role than on their instructional role.

Finley studied self perceptions and subordinate perceptions of the leadership behaviour of prestigious high school principals in Missouri.

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high school principals in Missouri. The following conclusions were reached: (1) Since there was no significant difference between principals and their subordinates on perceptions of the principal's leadership behaviour, this does not seem to be a problem area. (2) Since the perceptions of the role of assistant principals held of the principals were significantly different from those held by the classroom teachers, this difference could lead to some confusion. (3) Department chairman and assistant principals perceive their principals to be higher in actual consideration than do classroom teachers. (4) Since the congruence of perceptions of the principals' leadership behaviour contrasts with studies of the superintendency, daily personal contact and close working proximity seem to be related to the congruence of perceptions between principals and their subordinates.

Acabbo studied the evaluation of the effectiveness of supervisory inservice workshops (Project U.S.E.) in bringing about long term changes between principal and teacher.

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The conclusions of his study were as follows: (1) The teachers and principals in the experimental group became significantly more congruent than the teachers and principals in the control group, six months after the completion of project U.S.E., in two of the central administrative practice subdimensions, namely, that goals should be set for the school system by central administration. These goals should be attainable and made known to the entire school system, so that expectations between central administration and teachers and principals are congruent. (2) The teachers and principals in the experimental group became significantly more congruent than the teachers and principals in the control group, six months after the completion of project U.S.E., in three supervisory relations subdimensions, namely, that the principal should develop attainable goals for his school. The principal's goals for the school should originate from the goals that central administration has set for the school system. The principal should investigate and implement the clinical approach to supervision, which will lead to an improved instructional programme for students. (3) The teachers and principals in the experimental group became significantly more congruent than the teachers and principals in the control group, six months after the completion of project U.S.E., in one voice in educational programmes subdimensions, namely, that the teacher must become an active partner in setting goals, planning
the supervisory conference and selecting the teaching materials needed to create a successful supervisory programme. (4) The teachers and principals in the experimental group became significantly more congruent than the teachers and principals in the control group, six months after the completion of project U.S.E. in two of the performance and development subdimensions, namely, that as principal became more aware of newer supervisory techniques, he was better able to assist his teachers plan for the kinds of assistance they needed in their daily performance.

Campbell conducted a study of teachers' and principals' perceptions of the secondary principal's instructional leadership; Alexandria and Arlington, Virginia, secondary public schools. He concluded that principals were viewed positively by teachers and principals in the following leadership categories: (1) Sharing decision-making with teachers concerning instruction, (2) encouraging teachers to give instructional assistance to other teachers, (3) supporting teachers and the instructional programme, (4) encouraging the development of leadership among staff members.

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Slemkewicz in his study on the principal's role in curriculum change design. The findings of the study indicated that: (1) More time should be spent on supervision of instruction, (2) they were responsible for teacher in-service programmes, (3) they desired to attend periodic and systematic workshops and (4) teacher planning was effective to instruction, and observable in the school.

Vak made a study of the relationship between teacher supervision and the Pennsylvania education quality assessment inventory. From the study the following conclusions were drawn: (1) Time spent on instructional supervision was not related to student performance. (2) Principals spent their time in the categories of instructional supervision that they perceived as being important. (3) Principals spent more time in classroom observations and teacher conferences than in all other categories of instructional supervision combined. (4) Principals perceived pre-observation conferences to be a relatively unimportant aspect of the category of teacher conferences. (5) Research findings regarding instructional supervision were not widely utilized.


Roberson studied an analysis of role perceptions in instructional supervision by secondary public school administrators in St. Charles and St. Louis counties. The results of this research indicated that secondary public school administrators in two Missouri counties have a very cohesive perception of their supervisory roles. There was minimal variance with respect to their subgroupings by title (Principal, Assistant Principal), job experience (0 to 5 years, 6 plus years), graduate training in supervision (0 to 15 graduate hours, 16 plus graduate hours), and school population size (0 to 1100 and 1101 plus). Administrators perceive themselves as performing their supervisory tasks to an average degree. In two areas, first the involvement of teachers in curriculum and instruction, and secondly, in the administrators' dealings with the problems of teachers, they perceived themselves as above average in the performance of these tasks.

Bullis made a study of perceptions of elementary school principals concerning their role in supervision. He

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concluded that the category of responsibility which was most frequently ranked as the number one area of responsibility was curriculum, instruction, and guidance. Administrative management and supervision were also frequently ranked as the number one responsibility. The positions of principal, supervisor, and assistant principal were most frequently reported as positions which should be involved in supervision. The positions of teacher and director of instruction were most frequently reported as positions which should not be involved in supervision. Principals indicated that they had primary responsibility for supervision and they identified teachers and directors of instructions as having little responsibility for supervision. The principals preferred to spend decreased time in tasks associated with administrative management and supplies and materials was apparent. They reported that they preferred to spend increased time in tasks related to supervision and curriculum, instruction, and guidance. Lack of time was regarded by principals as the greatest inhibitor to supervision. Lack of a clear personal role concept, inadequate personal preparation, and interpersonal and communication barriers were noted to be negligible inhibitors to supervision. Most principals believed that on-the-job experiences were the most effective phase of preparation for supervision. Approximately seventy-five per cent of the principals held master's degrees, most of which were in elementary administration. Principals rated visitation and conference as the most effective supervisory technique. They reported
with greater frequency than in other categories that written documents were the least effective supervisory technique. Although more than one-third of the principals indicated that their supervision was systematically planned, approximately three-quarters of them believed that planning for supervision was involved in their actions. That supervision was a concern of these principals in both thought and action was apparent from the results of this study.

Afifi conducted a study of the actual and ideal role perceptions of instructional supervisors in the public schools in the counties of Tennessee. He concluded that in the function of orienting new staff, no supervisor perceived a desire to perform less, with thirty (44.1%) perceiving role satisfaction, while thirty-eight (56.0%) were dissatisfied. In performance of the function of conferring with teachers, there were no supervisors perceiving role performance as actual greater than ideal. However, responses for the same function indicated that fifty supervisors (70.4%) were functioning ideally, with twenty-one supervisors (29.5%)

perceiving a lack of ideal incumbency. In consideration of the function of analysing and evaluating the outcome of instruction, thirty-seven supervisors (52.1%) indicated a desire for engaging more in educational accounting, while thirty-one (43.6%) perceived their role to be similar to ideal role incumbency. Three supervisors (4.2%) perceived that the actual role was greater than the ideal and because this function represented accountability as well as interest in the improvement of instruction... the traditional focus of the instructional supervisor ... the lack of agreement was remarkable.

Cole 36 conducted a study to determine the perceived effectiveness of teaching principals as compared to supervising principals in the East Tennessee development district. The conclusions of the investigation included the following: (1) Both teaching and supervising principal tended to see themselves as more effective leaders than their staff members saw them to be. (2) Teaching principals and supervising principals tended to see themselves as equally effective in their leadership. (3) Teachers of teaching principals tend to see their principals more

as teachers than principals. (4) In the theory and research of administrator leadership behaviour, little attention has been given to the administrator's role in curriculum development and evaluation.

Beck studied an individualized programme of supervision for teachers of the learning disabled. It was concluded from this study that, on the whole, the individualized programme of supervision was favourably received. Both teachers and supervisors felt that instruction had improved as a result of supervision. Most teachers felt their supervisors were helpful and individualized to meet their needs. One group of experienced teachers, however, was dissatisfied with supervision; their supervisors had apparently imposed a plan of supervision on them and had failed to consider their preferences.