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A Survey of First Year Elementary Teacher Attitudes Regarding Supervision and Evaluation Practices of Their Principals

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A SURVEY OF FIRST YEAR ELEMENTARY TEACHER ATTITUDES
REGARDING SUPERVISION AND EVALUATION PRACTICES
OF THEIR PRINCIPALS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Larry L. Thomas
July, 1968

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TABLE OF CONTENTS

| CHAPTER | PAGE |
|--|------|
| I. INTRODUCTION AND STATEMENT OF THE PROBLEM | 1 |
| The Problem | 2 |
| Importance of the study | 2 |
| Statement of the problem | 3 |
| Limitations of the study | 3 |
| Definitions of Terms Used | 4 |
| Curriculum | 4 |
| Beginning teachers | 4 |
| The elementary school | 4 |
| Building principal | 4 |
| Democratic approach to supervision | 4 |
| Authoritarian approach to supervision | 5 |
| Organization of Remainder of Thesis | 5 |
| II. REVIEW OF THE LITERATURE | 6 |
| History | 6 |
| Teacher's Concept of Supervision | 9 |
| Supervision and Evaluation of First Year | |
| Teachers | 13 |
| Summary | 20 |
| III. PROCEDURES USED IN THE STUDY | 22 |
| The Questionnaire | 22 |
| Gathering the Data | 23 |
| Treatment of the Data | 23 |

| CHAPTER | PAGE |
|---|------|
| IV. PRESENTATION AND ANALYSIS OF THE DATA | 25 |
| General Information | 25 |
| Personal Supervisory Abilities | 27 |
| Supervisory Techniques | 33 |
| Evaluation Procedures | 40 |
| General Teacher Attitudes | 45 |
| V. SUMMARY AND CONCLUSIONS | 47 |
| Summary | 47 |
| Conclusions | 49 |
| Recommendations | 51 |
| For supervisors | 51 |
| For colleges and universities | 51 |
| For future study | 52 |
| BIBLIOGRAPHY | 53 |
| APPENDIX: Questionnaire Used in the Study | 57 |

LIST OF TABLES

| TABLE | PAGE |
|--|------|
| I. Student Populations in Districts and Schools Involved in this Study | 26 |
| II. Number of Teachers in Buildings, Teaching Assignments, and Experience Range of Building Principals in Years | 28 |
| III. Building Principal's Ability to Communicate, Listen, and Show Interest in Beginning Teachers' Problems and Teaching Success | 29 |
| IV. Principal's Ability to Show Understanding, Straight- forwardness and Concern for Respondent's Overall Teaching Progress | 31 |
| V. Principal's Ability to Refrain from Teacher Criticism and Assign First Priority to the Wel- fare of His Teachers | 33 |
| VI. Assistance Given Respondents in Finding Living Accommodations, Assigning a Superior Teacher, Preparing for First Day of School, and Meeting Faculty Members | 35 |
| VII. Familiarization of the Physical Plant, Audio- Visual Equipment and Use of a Teachers' Aide by First Year Teachers | 37 |

| TABLE | PAGE |
|--|------|
| VIII. Orientation Procedures and Classroom Assistance | |
| Given New Teachers | 39 |
| IX. Classroom Visitation and Evaluation Procedures . . | 41 |
| X. Supervisor's Ability to Evaluate, Use of Teacher | |
| Evaluation Meetings, and Assignment of Written | |
| Goals for Beginning Teachers | 44 |
| XI. General Teacher Attitudes Toward Supervision | |
| He Has Received | 46 |

CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

In face of the tremendous population growth and teacher shortage in our nation, school districts and teacher training institutions continue their urgent search for qualified persons to enter the field of education. It is therefore vital that every individual entering his first year of teaching be given the highest quality of supervision to assure his success and continuance in the field of education. Qualified beginning teachers must be helped through the frustrations and pressures which can lead to dismay and eventually the decision to leave teaching.

The individual who plays the most important role in guiding a new teacher through his first year is the building principal. With the revolution in teaching methods and curriculum in the past decade, it takes a dedicated informed supervisor to keep abreast of the problems facing a first year teacher.

The transition from formal college training to actual classroom teaching confronts a beginning teacher with problems which require assistance in order that he makes realistic use of his college preparation. No matter how well prepared he is, there are many customs and procedures peculiar to each school with which his principal can help him.

As a child must be considered by his teacher as an individual, so must each newcomer to the teaching field be considered by his building principal. Perhaps then a continual smooth line of communication with positive attitudes can be established between the first year teacher and the building principal. It is primarily the principal's task to create confidence and mutual respect between teacher and administrator.

In order for an administrator to assist a new teacher, he must become acquainted with basic needs of teachers as well as those individual needs peculiar to each faculty member. By thus identifying these needs and working with the beginning teacher, the principal fulfills his part in assuring success for one entering the teaching field.

I. THE PROBLEM

Importance of the study. It is the opinion of this writer that a teacher's attitude toward his building principal greatly affects his ability to perform in the classroom. If he is receiving the assistance he deserves and needs, his chances of success and continuance in the teaching field are greatly enhanced. This is especially true in the case of the beginning teacher who faces the innumerable problems inherent in teaching for the first time.

Relatively few professions are quite as demanding of their beginners as is the teaching profession. And these demands may well be taking their toll in the rate of defections from the profession (26:360).

It is important then that some attempt be made to determine beginning teachers' attitudes toward the type of help they need and how effective this assistance is toward resolving their instructional problems. It is hoped that this study will assist school districts and teacher training institutions in understanding the effectiveness of supervisory techniques generally practiced in education today.

Statement of the problem. It is the purpose of this study to determine the expressed attitudes of first year elementary teachers regarding supervision and evaluation practices of their principals, as revealed through a questionnaire type study.

Limitations of the study. It is acknowledged by this writer that a small sampling may not adequately or accurately reflect the attitudes of the majority of which it is a part.

The field to be studied in this survey included 100 first year elementary teachers presently teaching in the state of Washington who are graduates of Central Washington State College.

II. DEFINITIONS OF TERMS USED

Curriculum. "Curriculum" refers to the total educational program offered by the elementary school while the pupil is under its jurisdiction.

Beginning teachers. Beginning teacher in this study refers to those who have the following background and experience:

- a. All hold the Bachelor's Degree or higher degrees.
- b. All are first year teachers.

For the purpose of this study, "first year teacher" and "beginning teacher" are synonymous.

The elementary school. This term refers to kindergarten through the sixth grade in the public schools.

Building principal. "Building principal" refers to that person who is directly in charge of personnel and instruction of the building in which the first year teacher is located. He is the person to whom a beginning teacher is directly responsible for performance and direction. In this study, the terms "building principal," "supervisor," and "administrator" are synonymous.

Democratic approach to supervision. This term refers to the technique of supervision whereby the supervisor and the teacher work together by mutually establishing teaching goals and classroom procedures.

Authoritarian approach to supervision. For the purpose of this study, authoritarian approach to supervision refers to the supervising in which the supervisor alone defines teaching goals and classroom procedures. In the authoritarian approach, the teacher carries out these goals and procedures but is not involved in formulating them.

III. ORGANIZATION OF REMAINDER OF THESIS

The remainder of this thesis is organized and divided into four chapters. Chapter II treats the review of the literature pertaining to supervision and evaluation practices in public schools. The procedures used in the study are presented in Chapter III. Chapter IV discusses the presentation and analysis of the data. The summary and conclusions drawn from this study are contained in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

I. HISTORY

Supervision and evaluation of public school teachers, as traced through a historical review of the literature, points out that the basic philosophy controlling these areas has changed significantly since its early beginning. Writings give evidence that gradually but persistently newer and more dynamic concepts of supervision are coming to the foreground.

School supervision originally was designed to be discharged in an authoritatrian manner. The classroom teacher was subjected to this type of evaluation in a very formal and rigid way. "Such supervision was teacher-focused, conducted in a random haphazard manner, and often authoritarian in nature" (22:51). Failure to establish a purpose for visitation earmarked early supervision. The inspector image also characterized these classroom observations. The importance of human relationships in the matters of supervision were consistently neglected. An editorial in the November, 1963 issue of The National Elementary Principal summarizes the attitude toward early teacher evaluation.

Teacher evaluation has too long been relegated to the category of something unpleasant which causes more trouble than good and which should therefore be avoided

or, if avoidance proves impossible, be dispensed with as quickly as possible" (9:4).

Burton and Brueckner commented that supervision first appeared as inspection in 1709 in Boston when various citizens were named to committees to visit and evaluate the school plant and pupil achievement (5:1). In many cases, these inspections resulted in dismissal of the teacher if the supervisor deemed this necessary. Lucio and McNeil state that during the 1700's and early 1800's supervisors were more interested in dismissing a teacher for incompetence than in improving his classroom effectiveness (21:4). It has only been since the twentieth century that administrators have sought more to find ways to assist the classroom teacher rather than concentrate on finding his faults (1:10-35). Elsbree indicates that due to the fact that the majority of these teachers were given only a few weeks or months of normal school training, it was relatively easy for supervisors to find reasons for dismissal (10:230-31). In addition to inspection, supervisors were responsible for both developing teaching techniques and seeing that they were carefully carried out in the classroom.

The absence of a democratic approach to supervision continued into the early 1900's. Teachers were instructed that they benefited most from assistance given by their supervisors. Supervision lacked a feeling of the importance of human relationships (23:51-52).

The democratic approach to supervision has evolved out of a basic change in philosophy during the past 50 years.

Cappa and Van Meter state:

In the modern elementary school there is a great need for dynamic leadership which provides maximum growth for teachers. This leadership is not so much concerned with the subject matter being taught, but is more concerned with how to stimulate teachers to improve their teaching (6:217).

Browning indicates that teachers rank a friendly school district operated by the democratic system of prime importance (4:33).

Wiles indicates that supervision is a blending of the efforts of both teacher and administrator.

The improvement of the learning situation for children cannot be provided by centering supervisory attention upon teaching techniques. The teaching is a product of the teacher's total experience. To improve instruction, supervision must provide leadership that developed a unified school program and enriches the environment of all teachers; the type of emotional atmosphere in which they are accepted and feel that they belong; opportunities to think and work together effectively as a faculty group; personnel procedures that give the teacher confidence in the school system, and program change based on honest evaluation (35:10).

Merigis, in speaking of attitudinal differences between principals and teachers states:

Research has also shown that relationships with the immediate supervisor are the most significant in determining a staff member's attitude toward the work situation. The preponderance of evidence supplied by attitude studies in industry points to the fact that as the quality of relations improve, the efficiency of the worker increases (24:35).

Merigis also writes that when exploring educational problems the principal should strive for individuality rather than uniformity on the part of his staff (24:35-37).

Gradually, the authoritarian approach to supervision is giving ground to the democratic trend in our dynamic society. Nevertheless, many authoritarian practices continue to persist in the field of present day public school supervision.

II. TEACHERS' CONCEPT OF SUPERVISION

The literature of the past two decades reveals that teachers' attitudes toward supervision differ greatly with authoritarian administrative practices of the past. Due to increased freedom of expression given teachers during this period, it is less difficult to determine teacher attitudes toward supervision than in the period preceding this. In a questionnaire sent out to 49 teachers, Fisher reported the following movement toward democratic supervision.

With a single exception among them, the teachers rejected the idea that a supervisor's main job is to make changes in teaching. Instead, the majority chose the idea that a supervisor should help them think more deeply about what they were doing. Choice after choice, the teachers showed this preference for working together with the supervisor toward shared goals (13:504).

Further evidence toward a principal understanding his teacher is expressed by Merigis in his article which advocates that elementary principals need elementary teaching experience (24:35-38).

Booth points out that in some instances it is necessary for the supervisor to assume the role of the learner in order to keep abreast with new methods. He contends that much can be learned from new teachers recently trained in various subjects.

Frequently it is essential that the supervisor assume the position of the learner. It is impossible for him to keep abreast of all new methods or procedures or all the advances in the field of education (3:58).

Chapman feels that the supervisor should also assist the teacher by recognizing him as an individual, showing a sincere interest in his problems, maintaining a democratic approach to operating the school and giving due credit when a teacher deserves it (7:163-64).

Jantzen and Stone agree that supervision is the principal's main responsibility. "The principal does not recognize that supervision should be given first priority over all other duties for which he is responsible" (18:246). Moroney contends that, "Good teachers are developed, not born" (26:362). He continues by stating that supervision must meet the fulfillment of these basic aspirations--belonging, esteem, and service (26:362-64).

One of the great problems facing administrators in the public schools is their availability to teachers. Increasing demands upon their time due to the growing amount of paper-work often keep supervisors pinned to their desks. With the

infusion of federal funds into the schools in the past five years, this burden is even heavier. In order to fairly evaluate and assist a teacher, the supervisor must be very familiar with both the teacher and his proficiency in teaching. All this takes time.

Howsam points up this fact when he elaborates on the basic areas of sound evaluation. He contends that sound evaluating involves three basic problems when rating an individual teacher. They are:

1. To establish the criteria for satisfactory performance.
2. To determine the nature of the evidence needed to discover if the criteria is met.
3. To gather and interpret the evidence.

Howsam continues by indicating that basically evaluation is to determine either the extent to which an item serves the desired purpose or the extent to which it can be assumed capable of serving the purpose (17:6-18). It is quite easily seen that evaluation based upon the above standards places strong demands upon the supervisor in the form of time and quality of service.

Kyte attempted to determine the type of supervision teachers desired in his study of 296 school administrators. He contended that teachers desire planned careful supervision which was democratic in nature. They also desired friendly

helpful conferences and the opportunity to observe other teachers. In addition to this, his study revealed that teachers appreciate and expect individual help from their supervisors (19:33-34).

Chapman mentions that the following supervisory practices are welcomed by classroom teachers:

1. Assistance in finding living accommodations in the community.
2. Informing teachers on rules, regulations, and policies of the school.
3. Assistance in meeting fellow staff members as soon as possible.
4. Sincere interest in teachers' problems.
5. Acceptance of well-meant suggestions from the faculty.
6. A friendly, consistent approach to supervision.
7. Sympathy and tact in dealing with teachers.
8. Refraining from calling unnecessary teacher meetings.
9. A democratically run school.
10. Observing the classroom upon invitation the first time.
11. Recognition of the teacher as an individual.
12. Straightforward approach to supervision and evaluation.
13. Concern for the overall teaching picture (7:163-64).

From the evidence gained in reviewing the literature, it is quite evident that the vast majority of teachers prefer democratic, helpful supervision which places the supervisor in a consultant rather than authoritarian role. Teachers desire

help with their every day tasks and desire inspiration from their supervisors. The literature indicates that supervision should adapt rather than impose and assist rather than demand. It should be based upon mutual respect between the teacher and building supervisor.

III. SUPERVISION AND EVALUATION OF FIRST YEAR TEACHERS

Although beginning teachers possess unique needs and problems, little emphasis has been given to training supervisors to be perceptive in identifying these problem areas. Few professions are as demanding and complex in their initial year as that of teaching school. The transition from formal classroom training to actual classroom teaching is often an abrupt one. Often, first year teachers are left to their own devices and imagination to carry them through the first year. The problem of working with 25 to 30 youngsters, their parents, and an ever changing curriculum is in itself a gigantic task. When one considers the other demands placed upon the new teacher, such as meeting expectations of supervisors and peers, the first year of teaching is perhaps the most crucial of all. Yet little difference is distinguished in the type of assistance given a beginning teacher and an experienced one. In addition to the above responsibilities, beginning teachers are often assigned to teach in areas for which they

are not prepared. Due to the critical teacher shortage, school districts often place first year teachers in undesirable assignments.

Barr and Rudisill were aware of these problems when they stated:

The transition period from university life to teaching is a trying one. A knowledge of the difficulties that most frequently present themselves to beginning teachers might well constitute the basis for supervisory programs with reference to such teachers (2:30-34).

Moroney recognized the need for assisting beginning teachers when he referred to the risk of losing potentially strong instructors during their first year due to the stresses and discouragements they face in their initial teaching year.

It is the vital task of administrators and experienced staff members of the school to help the young teacher gain security and self-confidence and contentment with his chosen vocation. Failure to provide this sympathetic understanding and assistance is to take a real chance at losing a potentially great teacher. And these gems are too rare to risk losing in any school (26:360).

He continues by listing several supervisory areas where help is needed in assuring the beginning teacher of a successful first year:

1. Social relations with other teachers.
2. Relations with supervisor or administration.
3. Subject matter background.
4. Planned orientation procedures.
5. Contact with parents.
6. Membership in civic and social organizations.

7. Conferences with principal.
8. Preschool faculty meetings.
9. Faculty social gatherings.
10. Guided tour of the plant.
11. Written statement of school policies.
12. Participation in making school handbooks and policies (26:360-64).

Perhaps one of the widest gaps between supervisor and first year teacher occurs when the supervisor has failed to keep abreast with changes in curriculum and methods at various grade levels. Areas such as math, science, speech and reading have changed radically both in subject matter content and classroom presentation over the past few years. The supervisor must cultivate the art of being a good listener if he wishes to stay informed in classroom changes. It may well be that the beginning teacher has a greater depth of understanding in some academic areas than his supervisor (3:53-60).

Pharis points out the need for supervisors to be highly informed in current educational issues in order to avoid obsolescence due to tremendous changes in our society.

In public education too, change and obsolescence are at work. The need for constant and continuing education of the elementary school principal is not, perhaps, as obvious as the pharmacist's need to know about the new "miracle" drugs or the pilot's necessity for constant upgrading in an age where speed and congestion have reduced the margin of error to a fraction of a second. But it is just as real and probably more important (28:7).

This statement is reinforced considerably when one realizes that many beginning teachers look to their principals as qualified resource persons in practically any phase of instruction.

An area about which teachers frequently speak with considerable apprehension is that of classroom visitation and evaluation by their supervisor. Both feel that an individual conference between beginning teacher and supervisor are necessary before the classroom situation is observed.

The initial conference should be followed by one, two, three, or as many conferences as are necessary to give the supervisor assurance that the teacher is ready for visitation (3:56).

This technique would appear to reduce the possibility of having a stranger observe the first year teacher's presentation.

Moroney comments that the three major concerns of beginning teachers are:

1. Student motivation.
2. Discipline problems.
3. Gaining professionalism.

He continues by emphasizing the importance of not over-burdening the beginner with extra curricular activities and states that the first year teacher should visit other teachers in his area during demonstrative teaching sessions (26:360-64).

Yeager supports this view of giving special consideration to inexperienced teachers by not assigning extra duties to him during the first year of teaching.

In the elementary school the beginning teacher too often receives unfavorable treatment as to rooms, classes, and extra duties. Difficulties in adjusting the teaching assignments on the basis of such factors as experience, age, health, and vitality, and interest are almost insuperable; in any case the senior teacher expects the advantage (36:171).

Misner, Schneider and Keith consider teacher orientation as a task which should start prior to the opening day of school and designate the building principal as the key person responsible in fulfilling this task.

This orientation is a mammoth task, and is not expected that all these things can be accomplished in the course of a few days. One week prior to the opening of school should be devoted to the induction of new teachers, and a continuing program of orientation should be carried on throughout the first year or two of a new teacher's service. It is the principal, of course, to whom the responsibility of providing an effective orientation falls (25:189).

Barr and Rudisill feel that the first day of teaching is critical and many teachers fail during the first two weeks of teaching because the principal is too busy with various duties (2:30-34).

Fredericksen supports the theory of openly discussing problems the first year teacher faces with his fellow teachers (15:9-10).

Some districts have adopted a "master teacher," or "helper teacher" program which provides an opportunity for

an experienced classroom teacher to work closely with a small group of new teachers throughout their first year of teaching (25:189).

Stoops and Rafferty in commenting upon the importance of properly orienting new teachers state:

There is little point in going to a great deal of trouble to screen, employ and induct a valuable commodity like a teacher, and then to permit much of the investment of time, money, and energy to be ineffective through failure to orient the teacher properly to his new environment. The goal is twofold: the morale lift attendant upon successful adjustment, and the increase of teaching efficiency which follows the supplying of the teacher with ample and up-to-date data on pupils, school facilities, community problems, and district philosophy. Proper orientation should be carefully planned and objectively conducted (33:380).

Studies of the literature also stress the point that new teachers must feel that they are wanted and that their supervisor has the beginning teacher's welfare at heart.

Wiles candidly focuses attention on this point.

One of the first responsibilities of a supervisor to a new teacher is to make him feel that he is wanted. Too often new teachers get the feeling that no one cares whether they are on the job or not. Making a new teacher welcome involves such things as talking with him before the school year starts, greeting him on the first morning, escorting him to the first faculty meeting, and introducing him to the members of the staff. The supervisor should take personal responsibility for introducing the new teacher to all members of the teaching group. It increases the confidence of the new staff member to take the time to make him acquainted with others and assures him that the supervisor has his welfare at heart (35:216).

First year teachers are also concerned with evaluation procedures used by administrators and supervisors. The

literature indicates that individual teacher growth is of paramount importance in evaluation procedures. Yeager recommends several practices in teacher evaluation.

1. Teacher evaluation should be an integral part of the educational program, and the ends to be achieved definitely in harmony with educational goals.
2. Since the educational program should be the result of democratic procedures adapted to a school-community environment, and in harmony with desirable practice, similar procedures should be identified for the processes which should form a part of the program, including teacher evaluation.
3. Individual teacher growth is a paramount consideration in the development of the educational program. This means both growth in service of acceptable teachers with the courageous elimination of the unfit and ill-adapted.
4. The evaluation process should be a cooperative enterprise, since it concerns pupils, school people, and lay citizens. Public opinion reliably determined is a powerful force and invaluable in evaluation (36:316-317).

Stoops and Rafferty wrote that school personnel evaluation is becoming less rigid in nature.

If any single pattern can be identified in the field of school personnel evaluation, it is that of less rigid and more constructive rating. Instead of a multi-page form, bristling with percentage points and numberless sub-categories, the rating device of the future promises to be a comparatively brief instrument which boils down the key attributes of good teaching into a few major headings. It will be administered informally, and in an atmosphere of mutual understanding and desire to improve the instruction of the children in the school system (33:317).

In concluding this review of the literature relating to supervision and evaluation of first year teachers, the

author is made aware of the fact that little difference exists between help provided for beginning teachers and assistance given the experienced teacher. The literature indicates that the first year teacher faces a unique situation which should be supervised in a manner specifically oriented toward this group and differing considerably from supervisory practices of experienced teachers.

IV. SUMMARY

This review of the literature indicates that the philosophy of supervision has changed from one of authoritarian and inspection in nature to a democratic approach toward teacher supervision in the past 50 years. Since the turn of the century, the democratic process has gradually permeated its way into the areas of public school supervision and evaluation. However, several articles still indicate that the authoritarian patterns exist in many schools.

Journal articles and surveys reveal that teachers prefer supervision which assists and guides rather than demands or imposes. Teachers are concerned with their daily tasks and problems and desire help in these areas. High priority is given to supervisors who offer guidance and inspiration.

Recent literature in the area of supervision indicates that a shared responsibility by teacher and supervisor in resolving teaching problems produces a better working relationship between administrator and faculty.

This survey indicates that although this democratic process is gaining momentum in educational circles, supervisors are experiencing great difficulty in carrying out these practices due to increased paper work which keeps them out of contact with teachers. This is due partly to the great injection of federal funds into the education field.

Many articles deal with techniques of evaluating and supervising teachers in general but little writing has been done which focuses attention directly on the problems unique to the beginning teacher. The literature indicates that there is reason to be concerned with the manner in which new teachers are often supervised and evaluated.

The literature also reveals that the beginning teacher must be recognized as an individual who faces problems entirely unique to those of experienced teachers and who usually needs considerable assistance and guidance in his initial year of teaching.

CHAPTER III

PROCEDURES USED IN THE STUDY

The purpose of this study was to determine first year elementary teachers' attitudes regarding the effectiveness of the supervision and evaluation practices of their building principals. These impressions are expressed through the use of an attitude questionnaire. This study was limited to one hundred first year elementary teachers who graduated from Central Washington State College in the spring or summer of 1967 and taught during the 1967-68 school year in the state of Washington. The names and addresses of these individuals was obtained from the placement office of Central Washington State College. From this list, one hundred names of beginning teachers were selected at random from the entire list.

The questionnaire. Following a related survey of the literature, a list of sixty-one questions was prepared and divided into five sections. The first section of the questionnaire dealt with the respondent's general background. It also treated the availability of his principal and his supervisory experience.

Section two discussed beginning teachers' evaluations of the personal supervisory abilities which his principal possessed.

The third section provided information related to various supervisory techniques used by his administrator and the respondents' attitudes toward the importance of these practices.

Section four of the questionnaire was intended to provide data regarding evaluation procedures used by the building principal and to determine if assistance in these areas is needed.

Section five discussed the respondent's broad general attitudes toward his supervision during his first year of teaching.

Gathering the data. The questionnaire, an introductory letter, and a self-addressed reply envelope were mailed on March 29, 1968.

Response to the questionnaire mailed on the above date to 100 teachers was 67 replies (67.0%).

Treatment of the data. Once the data had been collected and organized as planned, analyzing the responses followed.

Responses to the first section of the questionnaire, dealing with the respondent's general background and the availability and supervisory experience of his principal, were tabulated, summarized, reduced to percentages, and retabulated. A five point index of agreement was developed as follows: five points for excellent, four points for good,

three points for satisfactory, two points for poor, and one point for very poor. In order to facilitate treatment of the data, ratings four and five were grouped together and labeled very good. The rating of three remained as satisfactory. One and two ratings were combined and labeled as unsatisfactory.

Response to the second section dealing with beginning teachers evaluations of his principal's supervisory abilities were tabulated, summarized, converted to percentages, and retabulated.

Section three, treating with various supervisory techniques used by the respondent's administrator, was tabulated, summarized, converted to percentages, and retabulated.

Responses to the fourth section, which discussed evaluation procedures used by the building principal, were tabulated, summarized, converted to percentages, and retabulated.

The last section, which discussed the respondent's general attitudes toward his supervision during his initial year of teaching, was treated in a like manner through tabulation, summarization, conversion to percentages, and retabulation.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this chapter is to present the data gathered with an analysis of these findings. The questionnaire contained questions related to the general background of the respondent, personal supervisory abilities of the respondent's building principal, current public school supervisory techniques, and the respondent's general attitudes toward the type of supervision he received in his first year of teaching. Some related data is tabulated in both table and paragraph form.

I. GENERAL INFORMATION

This section of the questionnaire was designed to provide information concerning the respondent's sex, pupil enrollment of his district and building, number of teachers in his building, grade or grades taught by the respondent, teaching experience, administrative experience, and full-time capacity of his building principal.

In response to the question concerning their sex, 38.8 per cent indicated that they were male teachers, while 61.2 per cent stated they were female teachers.

Regarding whether their building was staffed by a full-time principal, 92.3 per cent indicated that it was,

while 7.7 per cent had administrators who were not full-time. Two respondents failed to answer this query.

The student populations of the districts in the state of Washington which were involved in this study ranged in size from small districts (under 1,000 students) to large districts (50,000 students or more). Student population in the individual school buildings ranged from under 300 to 1,000 pupils. Table I presents the populations according to size of the school districts and students in the buildings.

TABLE I
STUDENT POPULATIONS IN DISTRICTS AND SCHOOLS
INVOLVED IN THIS STUDY

| Item | Number | Per Cent |
|-----------------|--------|----------|
| District* | | |
| Under 1,000 | 5 | 11.9 |
| 1,000 - 5,000 | 15 | 35.7 |
| 5,000 - 10,000 | 6 | 14.3 |
| 10,000 - 20,000 | 6 | 14.3 |
| 20,000 - 50,000 | 9 | 21.4 |
| 50,000 or more | 1 | 2.4 |
| Schools* | | |
| Under 300 | 7 | 12.7 |
| 300 - 500 | 12 | 21.8 |
| 500 - 1,000 | 36 | 65.5 |

* Not all respondents answered these questions.

Table I reveals that the majority of respondents taught in large elementary schools with enrollments of over five hundred. It would therefore appear that the principal's task of supervising beginning teachers in these buildings would be quite difficult due to the greater demands placed upon him by a larger faculty.

Table II disclosed the number of teachers in buildings, teaching assignments, and experience range of building principals in years. See page 28.

Approximately one half of the respondents taught in buildings with over twenty-one teachers which would seem to indicate that a second teacher instructing at the same grade level could be assigned to assist them if the building principal so desired. Four teachers instructed in buildings with ten or less teachers where this assistance would be difficult to render.

II. PERSONAL SUPERVISORY ABILITIES

It was the intent of this section of the questionnaire to determine the respondents' attitudes concerning their principals' effectiveness in the area of human relations with beginning teachers. In the author's literature review, teachers rated this as an area of considerable importance.

Table III, page 29, reflects the respondents' attitudes concerning their building principals' ability to listen,

TABLE II

NUMBER OF TEACHERS IN BUILDINGS, TEACHING ASSIGNMENTS, AND
EXPERIENCE RANGE OF BUILDING PRINCIPALS IN YEARS

| Item | Number | Per Cent |
|-----------------------------------|--------|----------|
| Number of Teachers* | | |
| 1 to 3 | 1 | 1.8 |
| 4 to 6 | 2 | 3.6 |
| 7 to 10 | 1 | 1.8 |
| 11 to 20 | 25 | 44.6 |
| 21 or more | 27 | 48.2 |
| Teaching Assignments | | |
| Kindergarten | 3 | 4.5 |
| Grade 1 | 10 | 14.9 |
| 2 | 11 | 16.5 |
| 3 | 10 | 14.9 |
| 4 | 8 | 11.9 |
| 5 | 12 | 17.9 |
| 6 | 12 | 17.9 |
| Librarian | 1 | 1.5 |
| Experience of Principals** | | |
| 1 to 3 | 15 | 28.5 |
| 4 to 10 | 17 | 32.1 |
| 11 or more | 21 | 39.4 |

*One respondent failed to answer this question.

**Not all respondents answered this question.

TABLE III

BUILDING PRINCIPAL'S ABILITY TO COMMUNICATE, LISTEN, AND SHOW INTEREST IN BEGINNING TEACHERS' PROBLEMS AND TEACHING SUCCESS

| Item | Rating | Number | Per Cent |
|--|----------------|--------|----------|
| Ability to Communicate | Very Good | 33 | 49.3 |
| | Satisfactory | 24 | 35.8 |
| | Unsatisfactory | 10 | 14.9 |
| Good Listener | Very Good | 38 | 56.7 |
| | Satisfactory | 14 | 20.9 |
| | Unsatisfactory | 15 | 22.4 |
| Interest in Teachers' Problems and Success | Very Good | 41 | 61.2 |
| | Satisfactory | 14 | 20.9 |
| | Unsatisfactory | 12 | 17.9 |

communicate, and show a sincere interest in first year teachers' problems and their teaching success.

In their ability to communicate, listen, and show a sincere interest in teachers' problems, some administrators might do well to evaluate themselves in these areas as indicated by Table III. However, it is encouraging to note that a very high percentage of principals rated satisfactory or higher in these phases of their supervision.

The respondents were asked if their principal gave them backing in dealings with parents and children. Seventy per cent rated their superiors high in this area while 14.5 per cent gave satisfactory ratings. The remaining ten respondents (14.5 per cent) rated their principal

unsatisfactory in response to this question which appears to this writer to pose a rather serious problem to these new teachers if they are expected to give loyalty to their administrators.

When asked if their administrators gave freely of their time for personal conferences when needed, over two thirds of the respondents, 70.1 per cent, rated their administrator very good in this area. Only 9.0 per cent gave their principal an unsatisfactory rating. Satisfactory ratings were given by 20.9 per cent of the respondents in answering this query. It would seem that administrators are doing a very commendable job in this area.

When asked to rate their principal's effectiveness in demonstrating consistency in following school district policies, 55.2 per cent of the respondents gave their immediate supervisor a very good rating while 29.9 per cent rated him satisfactory. A rating of unsatisfactory was given by 14.9 per cent of those questioned.

Table IV indicates whether the principal possesses understanding, sympathy and tact when dealing with the respondents and whether the beginning teacher feels his principal is straight-forward and honest in his dealings with them. Finally, the respondents were asked to express their evaluation of their supervisor's ability to show concern with the beginning teachers' overall teaching progress.

TABLE IV

PRINCIPAL'S ABILITY TO SHOW UNDERSTANDING, STRAIGHT-
FORWARDNESS AND CONCERN FOR RESPONDENT'S
OVERALL TEACHING PROGRESS

| Item | Rating | Number | Per Cent |
|--|----------------|--------|----------|
| Possesses understanding, sympathy, and tact | Very Good | 35 | 52.7 |
| | Satisfactory | 14 | 20.4 |
| | Unsatisfactory | 18 | 26.9 |
| Straight-forward honest approach | Very Good | 37 | 55.2 |
| | Satisfactory | 12 | 17.9 |
| | Unsatisfactory | 18 | 26.9 |
| Concern for overall teaching progress | Very Good | 32 | 47.8 |
| | Satisfactory | 19 | 28.4 |
| | Unsatisfactory | 16 | 23.8 |

Table IV would seem to reveal that there may be reason for some administrators to be concerned since one-fourth of the respondents gave unsatisfactory ratings to their principals in all areas. These areas of human relations could be of great importance in giving a beginning teacher the encouragement he needs during his first year of teaching.

The respondents were asked to rate their administrators' courage in facing problems squarely in unpleasant situations. Very good ratings in this area were given by 65.6 per cent of the respondents while 17.9 per cent gave their principals a satisfactory rating. Unsatisfactory ratings were given by 16.5 per cent.

In the area of displaying self-control under pressures, the following responses were tabulated. Ratings of satisfactory or higher were given by 86.6 per cent of the respondents to their principals in this area while only 13.4 per cent indicated a response of unsatisfactory.

In responding to the principal's ability to hold confidential matters to himself, 77.6 per cent commended their administrator by rating him very good, and 9.0 per cent rated their principal as satisfactory while 13.4 per cent indicated an unsatisfactory rating in answering this query. It would appear to this writer that those beginning teachers who gave unsatisfactory ratings in this area would experience difficulty in relating their problems to their administrator and thus be in an undesirable position to receive the assistance they needed.

A total of 56.7 per cent rated their principal very good when asked if he showed impartiality in resolving personnel problems. Satisfactory ratings were given by 28.4 per cent and unsatisfactory ratings were assigned to their principals by 14.9 per cent.

When asked if their principals were aware of the latest teaching techniques, 67.2 per cent responded with a very good evaluation and 20.9 per cent with a rating of satisfactory. A rating of unsatisfactory was given by 11.9 per cent. It appears that principals are doing a commendable job in this area.

Table V deals with the respondents' attitudes toward their administrators' ability to refrain from criticizing other teachers and whether he gives first priority to the welfare of his teachers over all other duties.

TABLE V

PRINCIPAL'S ABILITY TO REFRAIN FROM TEACHER CRITICISM AND
ASSIGN FIRST PRIORITY TO THE WELFARE OF HIS TEACHERS

| Item | Rating | Number | Per Cent |
|--|----------------|--------|----------|
| Refrains from teacher criticism | Very Good | 45 | 67.2 |
| | Satisfactory | 14 | 20.9 |
| | Unsatisfactory | 8 | 11.9 |
| Gives first priority to his teachers' welfare | Very Good | 34 | 50.7 |
| | Satisfactory | 17 | 25.4 |
| | Unsatisfactory | 16 | 23.9 |

Although nearly one-fourth of the beginning teachers gave their principals undesirable ratings in response to this question, Table V reveals that most administrators appear to be giving first priority to their teachers' welfare over other duties.

III. SUPERVISORY TECHNIQUES

Section III of the questionnaire discusses various supervisory techniques principals may use in dealing with their teachers. The respondent is asked to indicate if he received assistance in these areas by marking an "X" in the

"yes" or "no" blank. He was then asked to mark the third blank with a check (✓) if he felt this technique is important to a new teacher's success.

Table VI indicates the principal's role in assisting new teachers in finding living accommodations, providing respondents with a superior experienced teacher as a consultant, preparing for the first day of school, and introducing beginning teachers to fellow staff members. The respondents are asked to indicate if assistance was given and whether they consider these practices important for new teachers. See page 35.

It is apparent from information revealed in Table VI that more first year teachers may need assistance from their principals in finding living accommodations than are receiving it. The table reveals that perhaps greater assignment of superior teachers to assist beginning teachers should be considered by administrators. One might also consider the possibility of giving more assistance to the respondents in preparing for their first day of teaching since the majority of teachers felt this was a valuable supervising technique as indicated by Table VI.

In response to the question, "Were you encouraged to try new and creative ideas in your classroom?" 71.6 per cent of the respondents said "yes" and 28.4 per cent indicated "no". A total of 40.3 per cent replied they considered this

TABLE VI

ASSISTANCE GIVEN RESPONDENTS IN FINDING LIVING ACCOMMODATIONS,
 ASSIGNING A SUPERIOR TEACHER, PREPARING FOR FIRST DAY OF
 SCHOOL, AND MEETING FACULTY MEMBERS

| Item | Rating | Number | Per Cent |
|-------------------------------|-------------------|--------|----------|
| Finding living accommodations | Yes | 7 | 10.8 |
| | No | 58 | 89.2 |
| | Assistance Needed | 19 | 28.4 |
| Assigning superior teacher | Yes | 18 | 26.9 |
| | No | 49 | 73.1 |
| | Assistance Needed | 42 | 62.7 |
| Preparing for first day* | Yes | 27 | 40.3 |
| | No | 38 | 59.7 |
| | Assistance Needed | 36 | 53.7 |
| Meeting faculty members | Yes | 59 | 88.1 |
| | No | 8 | 11.9 |
| | Assistance Needed | 25 | 37.3 |

an important technique for beginning teachers. Supervisors seem to be meeting the needs of first year teachers in this area.

Returns indicated 70.1 per cent of the teachers had their better efforts and performances recognized by their administrator while 29.9 per cent indicated that no recognition had been given. However, one-half, 50.7 per cent, of these respondents indicated they felt this recognition was necessary. When one considers the importance of giving praise when it is deserved, perhaps some administrators could benefit by using this technique to greater advantages. Only 32.8 per cent of the beginning teachers indicated that critical areas of their district's written policy had been discussed by their supervisor while over two thirds, 67.2 per cent, had not been briefed in these areas. Assistance in this area was desired by 41.8 per cent of the new teachers. It would seem to this writer that principals should be sure to brief beginning teachers in critical policy matters when one considers the legal difficulties facing many districts in current dealings with the public.

Only 25.4 per cent of the responses indicated that principals had assisted their first year teachers with new teaching programs while 74.6 per cent reported that no help was given in these areas. A response of 32.8 per cent indicated that first year teachers needed this assistance.

Table VII indicates respondents' answers pertaining to their principals' assistance in the following areas: familiarization with physical facilities of the school, training in operating audio-visual aids, and providing teacher aides to assist beginning teachers.

TABLE VII

FAMILIARIZATION OF THE PHYSICAL PLANT, AUDIO-VISUAL EQUIPMENT AND USE OF A TEACHERS' AIDE BY FIRST YEAR TEACHERS

| Item | Rating | Number | Per Cent |
|---|-------------------|--------|----------|
| Familiarization of physical plant | Yes | 42 | 62.7 |
| | No | 25 | 37.3 |
| | Assistance Needed | 37 | 55.2 |
| Training in use of audio-visual equipment | Yes | 13 | 19.4 |
| | No | 54 | 80.6 |
| | Assistance Needed | 26 | 38.8 |
| Use of teachers' aide | Yes | 28 | 41.8 |
| | No | 39 | 60.2 |
| | Assistance Needed | 27 | 40.3 |

Table VII indicates that administrators may be falling short in giving assistance to new teachers by training them in the use of audio-visual equipment since over three-fourths received no such assistance.

Thirty-eight teachers (56.7 per cent) were encouraged by their principal to help formulate new building policies and teaching innovations. Only fourteen (20.9 per cent)

indicated that this was an important item for new teachers to be involved in.

A vast majority of respondents, sixty-four (95.5 per cent) reported they were allowed to operate under their own philosophy of education while only three (4.5 per cent) were not afforded this privilege by their principal. Twenty teachers (29.8 per cent) indicated that this privilege was important for a beginning teacher.

Only seven respondents (10.4 per cent) indicated that services of the various specialists (speech, music, art, psychology) were not made available to them. Forty teachers (59.4 per cent) indicated that these services were needed. It would appear that administrators are exceptionally competent in this phase of administration.

Table VIII deals with orientation procedures and classroom assistance given beginning teachers by their building principals. This table specifically relates teacher attitudes in the areas of availability of materials, familiarization with disciplinary policies of their district and building, fair assignment of extra teaching duties, class overload, released time, and teacher orientation of professional ethics and rights within the district.

Table VIII seems to indicate that respondents were quite pleased with the type of orientation they received from

TABLE VIII
 ORIENTATION PROCEDURES AND CLASSROOM ASSISTANCE GIVEN
 NEW TEACHERS

| Item | Rating | Number | Per Cent |
|---|-------------------|--------|-------------|
| Materials readily available* | Yes | 51 | 77.3 |
| | No | 15 | 22.7 |
| | Assistance Needed | 28 | 42.4 |
| Disciplinary policy explained* | Yes | 37 | 55.2 |
| | No | 30 | 44.8 |
| | Assistance Needed | 34 | 50.7 |
| Fair share of teacher duties | Yes | 62 | 92.5 |
| | No | 5 | 7.5 |
| | Assistance Needed | 10 | 14.9 |
| Class overload assigned | Yes | 22 | 34.0 |
| | No | 43 | 66.0 |
| | Assistance Needed | 11 | 16.9 |
| Released time given* | Yes | 23 | 35.4 |
| | No | 42 | 64.6 |
| | Assistance Needed | 25 | 36.9 |
| Advised of professional ethic standards* | Yes | 32 | 48.5 |
| | No | 24 | 41.5 |
| | Assistance Needed | 27 | 40.9 |

*Not all respondents answered these questions.

their principal regarding materials being made available, fair assignment of teacher duties, and released time for planning. However, it appears that more attention should be given by administrators to explaining district disciplinary policies, and assignment of class overloads to beginning teachers.

In response to the question, "Does your principal continually seek to explore educational problems and strive for individuality rather than conformity on the part of his staff?" forty-two beginning teachers (64.6 per cent) responded "yes" and twenty-three (35.4 per cent) answered "no" to this query. Twenty-one (32.3 per cent) felt this was an important supervisory technique.

IV. EVALUATION PROCEDURES

This section of the questionnaire contained twelve questions focusing on the area of beginning teacher evaluation by elementary school principals. Respondents were asked to indicate if they received assistance by marking and "X" in either the "yes" or "no" blank. The third blank was marked with a check (✓) if the respondent felt this technique is important to a new teacher's success.

Table IX deals with classroom visitation and principal evaluation resulting from these visits. This table reveals if the respondent's teaching was observed by his principal and the number of visits he made. It also indicates whether

TABLE IX
CLASSROOM VISITATION AND EVALUATION PROCEDURES

| Item | Rating | Number | Per Cent |
|------------------------------------|-------------------|--------|----------|
| Classroom observed by principal* | Yes | 50 | 78.1 |
| | No | 14 | 21.9 |
| | Assistance Needed | 34 | 53.1 |
| Number of visits* | 1 | 10 | 20.0 |
| | 2 | 16 | 32.0 |
| | 3 | 14 | 28.0 |
| | 4 | 4 | 8.0 |
| | 5 or more | 6 | 12.0 |
| Visits announced in advance* | Yes | 16 | 26.2 |
| | No | 45 | 73.8 |
| | Assistance Needed | 19 | 31.1 |
| Visits made with goals in mind* | Yes | 12 | 18.8 |
| | No | 52 | 81.2 |
| | Assistance Needed | 20 | 32.1 |
| Visits later evaluated* | Yes | 26 | 40.6 |
| | No | 38 | 59.4 |
| | Assistance Needed | 37 | 56.0 |
| Written evaluation given* | Yes | 41 | 64.1 |
| | No | 23 | 25.9 |
| | Assistance Needed | 20 | 31.2 |
| Evaluations discussed with teacher | Yes | 40 | 65.5 |
| | No | 21 | 34.5 |
| | Assistance Needed | 27 | 44.3 |

*Not all respondents answered these questions.

classroom visits were announced in advance with specific goals in mind which were mutually predetermined by the respondent and his principal. The table also shows if visits were later evaluated and discussed, if a written evaluation was prepared, and if general teacher evaluations were personally explained to the beginning teacher.

Perhaps administrators should give very careful attention to the findings in Table IX related to classroom observation and evaluation procedures. While the majority of teachers felt that classroom visitation was an area of importance to a beginning teacher's success, four-fifths of them received only three visits or less and a substantial number were not observed once. It would appear to this writer that any administrator who had not once visited a beginning teacher might experience real difficulty in fairly evaluating that person. Beginning teachers also seem to indicate that they prefer that classroom visits be later evaluated by both principal and teacher.

In responding to the query, "Were you advised early in the year of the areas your principal would use in evaluating your performance?" only 23.8 per cent answered "yes", while 76.2 per cent indicated their response with a "no". Twenty-two per cent felt this technique was necessary. Four respondents failed to answer this question.

Fifty-four per cent of those queried felt their principal had been fair and frank in identifying areas in their teaching where improvement was needed and 45.2 per cent answered this question with a negative response. Exactly one-half, 50.0 per cent, felt this practice was necessary. Five persons withheld responses to this question. From this response, it appears that first year teachers feel real improvement could be made by nearly one-half of their principals in advising them of their teaching weaknesses.

Two-thirds of the respondents, 67.7 per cent, indicated that their principal had not worked "with them" to improve their instruction while 32.3 per cent stated that he had done so. A response by 46.8 per cent of the teachers stated this procedure was an important one. Five teachers did not answer this question. When one considers that the great majority of beginning teachers in this study approved of the democratic approach (See Table XI) to supervision, perhaps real improvement could be made in this supervisory technique. (Table XI is found on page 46.)

In Table X beginning teachers were asked to indicate if they received assistance from their administrators by having regularly scheduled meetings to discuss their teaching problems. The table also discloses if respondents were given written goals to be used in evaluating classroom procedure prior to their principal's visits. The last item in the table

reveals if the respondents felt their administrators were capable of fairly evaluating them based on their knowledge of the grade level they were teaching.

TABLE X

SUPERVISOR'S ABILITY TO EVALUATE, USE OF TEACHER
EVALUATION MEETINGS, AND ASSIGNMENT OF WRITTEN
GOALS FOR BEGINNING TEACHERS

| Item | Rating | Number | Per Cent |
|---|-------------------|--------|-------------|
| Supervisor's ability to evaluate* | Yes | 45 | 69.2 |
| | No | 20 | 30.8 |
| | Assistance Needed | 29 | 44.6 |
| Use of teacher evaluation meetings* | Yes | 8 | 11.9 |
| | No | 59 | 88.1 |
| | Assistance Needed | 20 | 29.9 |
| Assignment of written goals for beginning teachers* | Yes | 18 | 29.6 |
| | No | 49 | 71.0 |
| | Assistance Needed | 20 | 32.3 |

*Not all respondents answered this question.

Information gathered from Table X might cause one to question the ability of some administrators to fairly evaluate beginning teachers due to a lack of knowledge of the curriculum the respondents taught. This may be due to the fact that some administrators have been away from classroom teaching for several years and have become unfamiliar with various areas and levels of instruction.

V. GENERAL TEACHER ATTITUDES

Section V deals with first year teacher attitudes toward the type of supervision they have received in four areas. The first indicates whether they prefer a man or woman for a principal. In the second question, respondents are asked to indicate which of the following three privileges they would choose if opportunity to choose one were given: (1) thirty minutes released time each day for planning, (2) use of a teacher's aide for one hour daily, or (3) a reduced class load by 20 per cent. In the next area, the first year teachers were asked their preference regarding the democratic or authoritarian approach to administration. Finally, the teacher was asked how the type of supervision he received affected his future teaching plans.

Apparently first year teachers much prefer a male administrator as indicated by Table XI. In comparing the democratic approach to supervision with the authoritarian, first year teachers appear to strongly prefer the democratic type of supervision. It would seem to this author that administrators should be greatly concerned with the fact that nearly one-third of the respondents related their decision to leave teaching or transfer to another building to the fact that they had received poor supervision during their first year of teaching.

TABLE XI
GENERAL TEACHER ATTITUDES TOWARD
SUPERVISION HE HAS RECEIVED

| Item | Rating | Number | Per Cent |
|--|---------------------------|--------|-------------|
| Prefer a man for a principal* | Yes | 56 | 90.3 |
| | No | 6 | 9.7 |
| Supervision influenced future teaching plans | Yes | 12 | 30.0 |
| | No | 28 | 70.0 |
| Democratic versus authoritarian approach* | Democratic | 60 | 90.6 |
| | Authoritarian | 4 | 6.1 |
| | Both | 2 | 3.3 |
| Choice of teaching techniques* | 30 min. released time | 20 | 31.7 |
| | Use of teacher's aide | 15 | 23.8 |
| | Reduced class load by 20% | 28 | 44.5 |

*Not all respondents answered these questions.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine first year elementary teachers' attitudes regarding supervision and evaluation procedures of their principals as expressed through a questionnaire study.

The sampling included in this study was limited to 100 first year elementary teachers who taught in the state of Washington during the 1967-68 school year and were 1967 graduates of Central Washington State College.

I. SUMMARY

Results of this study indicated that some administrators might endeavor to improve in their ability to listen and communicate with first year teachers.

Building principals appear to be doing an outstanding job in giving freely of their time for personal conferences when needed.

In dealing with first year teachers, several respondents seem to indicate that their supervisors should possess greater understanding and be more straight-forward in their relations with beginning teachers. The study also indicated that perhaps there should be concern on the part of some principals whose respondents indicated that they experienced difficulty in keeping matters of confidence to themselves.

Administrators are apparently doing quite well in their efforts to keep abreast with the latest teaching techniques according to information gathered in this survey.

Apparently, first year teachers need more assistance in finding living accommodations than they are receiving from their supervisors. Findings in the study also seemed to reveal that one might also consider the possibility of giving more assistance to beginning teachers in helping them prepare for their first day of teaching. The study indicated that many administrators may be falling short in giving new teachers the training they need in the use of audio-visual equipment. However, they are apparently liberal in allowing first year teachers to operate under their own philosophy of education.

In response to the questionnaire it would appear that the majority of principals were not briefing their first year teachers in critical areas of their districts' written policy which could prove quite serious for a young, inexperienced teacher.

It is encouraging to note that most teachers in this study seem to be receiving the assistance they need from the various specialists in the fields of speech, music, psychology and art. Results of the study indicate that beginning teachers apparently feel they are being properly oriented to their district by their supervisors except in the area of explaining disciplinary policies.

In the area of classroom observation and evaluation, it would appear that much improvement could be made if supervisors would visit beginning teachers more frequently and later evaluate these observations with the respondents.

In showing preference to either the democratic or authoritarian approach to supervision, beginning teachers appear to strongly favor democratic supervision. Results of the study also indicate that first year teachers seem to definitely prefer a male administrator over a female supervisor.

It would seem to be a matter of great concern to principals that nearly one-third of the respondents in this study related their decision to leave teaching or change teaching assignments due in part to the fact that they received poor classroom supervision during their first year of teaching.

II. CONCLUSIONS

On the basis of the limited sample of beginning teachers' responses to the questionnaire, the following conclusions are drawn:

1. Beginning teachers highly favor the democratic approach to supervision over the authoritarian approach.

2. The majority of first year teachers desire the assistance of a more experienced teacher and need help in preparing for their first day of teaching.
3. They prefer a reduced classload in their first year of teaching if given this opportunity.
4. A male principal is favored over a femal administrator.
5. Almost one-third of the beginning teachers in this study either left the teaching profession or changed locations due in part to having received poor supervision during their initial year of teaching.
6. First year teachers desire to be counselled on school disciplinary policies before entering the classroom and nearly one-half of those questioned were not furnished with this assistance.
7. The majority of first year teachers desire classroom observation by their principals and nearly three-fourths of the respondents received only two visits or less.
8. First year teachers questioned were almost unanimous in indicating that they were allowed to operate under their own philosophy of education.

9. The majority of them were also encouraged to try new and creative ideas in the classroom.
10. The various classroom specialists were made available to the majority of respondents.

III. RECOMMENDATIONS

For supervisors. Due to the fact that beginning teachers did not always agree upon the effectiveness of all supervisory techniques, it would appear advisable that principals analyze techniques regarded as of minor significance by beginning teachers in order that they might determine the most important supervisory practices. It might be of assistance for principals to discuss with first year teachers their purpose in using the techniques they employ. This should provide the teacher with a much more positive attitude toward the type of supervision he is receiving. It would appear to be of benefit to administrators if they viewed their beginning teachers as a special group which require more time and supervising assistance of a special nature due to the lack of experience a beginning teacher possesses.

For colleges and universities. Teacher training institutions can help future administrators by offering training designed to clarify the needs of beginning teachers and how supervisors can best function to meet these needs.

For future study. A study indicating the correlation between beginning teachers' attitudes toward the supervision they received and the number of years their principal had been an administrator would prove of value. It could be possible that administrators more recently trained were more effective in assisting beginning teachers.

It would be of value to have administrators and beginning teachers rate their attitudes toward supervisory techniques similar to those employed in this study and then compare the findings of the two samples. This study could determine areas which both teacher and supervisor indicated were vital to the beginning teacher's success.

It might be of assistance to have experienced teachers evaluate the supervising techniques in this study and evaluate their responses with those of beginning teachers in order to determine if first year teachers wanted a different type of supervision than more experienced teachers desired.

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APPENDIX

APPENDIX
QUESTIONNAIRE USED IN THE STUDY

Route 3, Box 53
Sequim, Washington
March 29, 1968

Dear Teacher:

In cooperation with Central Washington State College, I am endeavoring to determine the attitudes of first year teachers regarding supervision and evaluation practices of their building principals. This research is being conducted in partial fulfillment of the requirements for a Master's Degree of Education.

Would you kindly take a few minutes of your time to answer the following questions? You can be assured that your responses will be treated in confidence. You need not sign your name to the questionnaire.

I wish to sincerely thank you for your cooperation. I will look forward to receiving your questionnaire in the next few days.

Sincerely yours,

Larry L. Thomas
Graduate Student
C. W. S. C.

I. General Information:

1. Please check: Male _____ Female _____
2. Pupil enrollment in your district _____
3. Pupil enrollment in your building _____
4. Number of teachers in your building _____
5. Grade or grades taught _____
6. Presently in your first year of teaching Yes _____
No _____
7. Is your building staffed by a full-time principal? Yes _____
No _____
8. How many years has your supervisor been a principal? _____ Years

Ratings: 5 - excellent
4 - good
3 - satisfactory
2 - poor
1 - very poor

(Circle one)

II. Personal Supervisory Abilities

Please rate your principal's effectiveness in the following supervisory areas.

1. Communicates well with you 5 4 3 2 1
2. Demonstrates that he is a good listener 5 4 3 2 1
3. Stands back of you in dealings with parents 5 4 3 2 1
4. Gives freely of his time for personal conferences when needed 5 4 3 2 1
5. Shows a sincere interest in your problems and teaching success 5 4 3 2 1

- | | |
|---|-----------|
| 6. Demonstrates consistency in following school policies | 5 4 3 2 1 |
| 7. Possesses understanding, sympathy, and tact | 5 4 3 2 1 |
| 8. Displays a straightforward, honest approach | 5 4 3 2 1 |
| 9. Shows concern with your overall teaching progress and not petty items | 5 4 3 2 1 |
| 10. Displays courage in facing problems squarely in unpleasant situations | 5 4 3 2 1 |
| 11. Displays self-control when under pressure | 5 4 3 2 1 |
| 12. Refrains from criticism of other teachers to you | 5 4 3 2 1 |
| 13. Keeps confidential matters to himself | 5 4 3 2 1 |
| 14. Shows impartiality in resolving personnel conflicts | 5 4 3 2 1 |
| 15. Demonstrates awareness or latest teaching techniques used at the elementary level | 5 4 3 2 1 |
| 16. Gives first priority to the welfare of his teacher over all other duties | 5 4 3 2 1 |

III. Supervisory Techniques

Please indicate if you received assistance in the following areas by marking an "X" in the Yes or No blank. Please mark the third blank with a check (✓) if you feel this technique is important to a new teacher's success.

1. Did your principal assist you in finding living accommodations when you entered the district?

Yes _____

No _____

Assistance Needed _____

2. Were you assigned a superior, experienced teacher to assist you in your first year of teaching?
 Yes _____
 No _____
 Assistance Needed _____
3. Did your principal offer to assist you in preparing for the first day of school?
 Yes _____
 No _____
 Assistance Needed _____
4. Were you introduced to your fellow staff members as soon as possible by your principal?
 Yes _____
 No _____
 Assistance Needed _____
5. Were you encouraged to try new and creative ideas in your classroom?
 Yes _____
 No _____
 Assistance Needed _____
6. Have your better efforts and performances been recognized by your principal?
 Yes _____
 No _____
 Assistance Needed _____
7. Did you discuss critical areas of your written district policy with your principal before starting the school year?
 Yes _____
 No _____
 Assistance Needed _____
8. Have you received assistance from your principal when you needed it in teaching new programs such as modern math?
 Yes _____
 No _____
 Assistance Needed _____
9. Were you thoroughly familiarized with the physical facilities of the school?
 Yes _____
 No _____
 Assistance Needed _____
10. Were you taught how to operate audio-visual equipment the first few days of school?
 Yes _____
 No _____
 Assistance Needed _____

11. Has your principal encouraged you to help formulate building policies and teaching innovations?
 Yes _____
 No _____
 Assistance Needed _____
12. Does your principal allow you to operate under your own philosophy of education?
 Yes _____
 No _____
 Assistance Needed _____
13. Were you assisted by a teacher's aide this year?
 Yes _____
 No _____
 Assistance Needed _____
14. Were the services of various specialists (speech, psychology, music, art) made available to you?
 Yes _____
 No _____
 Assistance Needed _____
15. Were materials you requested made readily available by your principal?
 Yes _____
 No _____
 Assistance Needed _____
16. Does your principal continually seek to explore educational problems and strive for individuality rather than conformity on the part of the staff?
 Yes _____
 No _____
 Assistance Needed _____
17. Were you briefed on the disciplinary policy for both your district and building by your principal?
 Yes _____
 No _____
 Assistance Needed _____
18. Were you given a fair share of extra teacher duties this year?
 Yes _____
 No _____
 Assistance Needed _____
19. Did you have what you consider a class overload assigned to you?
 Yes _____
 No _____
 Assistance Needed _____

20. Were you given released time occasionally for planning and principal conferences? Yes _____
 No _____
 Assistance Needed _____
21. Were you advised of your professional ethics standards and professional rights within your district? Yes _____
 No _____
 Assistance Needed _____

IV. Evaluation Procedures

Please indicate if you received assistance in the following areas by marking an "X" in the Yes or No blank. Please mark the third blank with a check (✓) if you feel this technique is important to a new teacher's success. (Same procedure as III.)

1. Has your classroom teaching been observed by your principal this year? (Please indicate number of visits _____.) Yes _____
 No _____
 Assistance Needed _____
2. Are classroom visits announced prior to your principal coming? Yes _____
 No _____
 Assistance Needed _____
3. Were classroom visits made with specific goals in mind which had been predetermined by both you and your principal? Yes _____
 No _____
 Assistance Needed _____
4. Were these visits later evaluated and discussed with you by the principal? Yes _____
 No _____
 Assistance Needed _____
5. To your knowledge, has a written evaluation of you been completed by your principal? Yes _____
 No _____
 Assistance Needed _____

6. Does your principal follow the practice of personally going over his evaluations of you as a teacher? Yes _____
No _____
Assistance Needed _____
7. Do you have regularly scheduled meetings with your principal to discuss your problems and teaching progress? Yes _____
No _____
Assistance Needed _____
8. Were you advised early in the year of the areas your principal would use in evaluating your performance as a teacher? Yes _____
No _____
Assistance Needed _____
9. Has your administrator been fair and frank in identifying areas in your teaching where improvement is needed? Yes _____
No _____
Assistance Needed _____
10. Has your principal worked "with you" in assisting you to improve your instruction? Yes _____
No _____
Assistance Needed _____
11. Do you consider your principal capable of evaluating you fairly as a teacher, based upon his knowledge of the grade level you are teaching? Yes _____
No _____
Assistance Needed _____
12. Were general written goals to be used in evaluating all teachers during classroom observation given to you prior to a visit by your principal? Yes _____
No _____
Assistance Needed _____

