

## ABSTRACTS OF SELECTED DOCTORAL DISSERTATIONS IN SUPERVISION: 1986

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### Clinical Supervision

**Anderson, Lawrence A.** "Clinical Supervision Concepts and Implementation by Elementary Principals." Ed.D. Temple University, 1986. 170 pp. (48/02-A:257).

Anderson examined the use of clinical supervision with a questionnaire that addressed nine components of clinical supervision: systematic inquiry, improvement of the teaching-learning process, planned supervision objectives, objective data, pattern analysis, flexible methodology, role delineation, trained clinical supervisors, and productive tension within a nurturing climate. Responses to the questionnaire were received from 179 elementary principals in the Philadelphia area. Female principals used clinical supervision to a significantly greater extent than male principals. The component of clinical supervision used most often was improvement of the teaching-learning process.

**Kamiya, Makiko.** "A Survey of Teacher Responses Comparing Clinical Supervision With Existing Supervisory Practices and Teacher Evaluation in Japan." Ph.D. University of Oregon, 1986. 166 pp. (47/04-A:1135).

In this study, 163 teachers in Anjo-City, Japan, responded to a 32-item questionnaire designed to elicit responses about actual and ideal aspects of clinical supervision. The analysis of the data showed that the respondents viewed differences between actual and ideal practices at a significant level. The participants thought that ideal supervisors would use clinical supervision more frequently than they actually did.

**Young, Leta S.** "Clinical Supervision—Effects on Student Learning. A Comparative Study of Two Processes of Teacher Evaluation." Ed.D. George Peabody College for Teachers of Vanderbilt University, 1986. 121 pp. (47/06-A:1977).

This study sought to determine whether differences exist in student achievement if teachers are supervised with different methods. The Stanford Achievement Test was administered to 188 students in the fall of their 2nd-grade term and in the spring of their 3rd-grade term. The teachers of students in an experimental group were supervised with clinical supervision; the teachers of the control-group students were evaluated by the standard district approach. The test scores of both student groups were analyzed. Most of the findings indicated no significant differences between the scores of the two groups.

**Dobney, William L.** "Institutionalization of Clinical Supervision in the Public Schools of North Carolina." Ed.D. Virginia Polytechnic Institute and State University, 1986. 90 pp. (47/08-A:2818).

Berman's implementation paradigm was employed in this study to examine the use of clinical supervision in North Carolina, where it was offered as an option as part of a statewide appraisal process. Five aspects of the paradigm were investigated: (1) principals' perception of the time needed to use clinical supervision, (2) the amount of internal support available, (3) the amount of training in clinical supervision, (4) principals' belief in its effectiveness, and (5) the

type of school involved. Surveys from 300 principals revealed that internal support was the only variable to predict institutionalization, although, the age of the principal was also significant.

**Horowitz, Richard C.** "A Catalytic Approach to the Process of Change in Educational Organizations." Ed.D. Rutgers University, 1986. 107 pp. (47/04-A:1133).

This study was based on the belief that educational change resides in teacher change. To evaluate teacher change, teachers in suburban elementary schools responded to a Q-sort about educational conceptual frameworks and wrote a platform expressing their personal beliefs about education. Twenty-two teachers in the treatment group underwent two cycles of clinical supervision before they responded to the Q-sort a second time and revised their platform if desired. The control group participated in the same activities with no clinical supervision. Teachers in the treatment group changed significantly in their Q-sort responses and changed significantly more than the control group. The analysis of the platforms did not yield significant change, but the teachers with the lowest scores before the clinical supervision changed the most.

### Attitudes and Perceptions

**Bauer, Larry K.** "Teacher Attitudes Toward Supervisory Practices of Elementary School Principals." Ed.D. Arizona State University, 1986. 169 pp. (47/05-A:1540).

This study examined the attitudes of 43 elementary principals and 234 teachers toward supervisory practices. The elementary teachers and principals responded to a questionnaire about 38 supervisory practices. Both teachers and principals had definite attitudes about supervisory practices, but they differed significantly in their views; they both had an order of preference for supervisory behaviors, but they did not share the same order.

**Foley, Richard Paul.** "A Study of the Relationship Between Attitudes Toward Clinical Supervision and Effective Teaching Behaviors in Elementary Reading Classes." Ed.D. University of San Francisco, 1986. 251 pp. (47/08-A:2821).

In this study, the Instructional Skills Observation Instrument and a specifically designed survey were used to collect data from 24 teachers and 5 supervisors about the relationship between attitudes toward supervision and teaching behaviors. Attitudes toward clinical supervision as a whole were more positive than attitudes about specific elements of clinical supervision. A relationship between attitude and ability to provide direct instruction was also observed.

**Deakin, Wilson E., Jr.** "An Analysis of Principals' Attitudes Towards Clinical Supervision as a Means for Enhancing Communication About Instructional Improvement." Ed.D. University of Massachusetts, 1986. 216 pp. (47/03-A:1724).

The purpose of this study was to analyze principals' attitudes toward clinical supervision. Survey data collected from 39 Connecticut administrators indicated strong support for clinical supervision. The findings of the study were viewed in the context of effective-schools research. Four features of clinical supervision were viewed positively: discussion of teaching practices, observation and feedback, curriculum design, and staff-development activities.

**Williams, Roslin E. H.** "The Relationship Between Secondary Teachers' Perceptions of Supervisory Behaviors and Their Attitudes Toward a Post-Observation Supervisory Conference." Ed.D. Mississippi State University, 1986. 97 pp. (47/06-A:1976).

The purpose of this study was to determine whether a relationship exists between teachers' perceptions of supervisory behaviors and their attitudes toward a post-observation conference. Selected secondary teachers in Mississippi participated in the study. Perceptions of supervisory behaviors did not correlate with attitudes toward the post-observation supervisory conference. Only one demographic factor was significantly related to perceptions of the conference. Black teachers were more positive about the conferences than were white teachers.

**Coleman, Joyce B.** "Perceived Quantities and Qualities of Supervisory Assistance Provided to Beginning Teachers in Florida and Georgia." Ed.D. University of Georgia, 1986. 178 pp. (47/06-A:1999).

In this study, more than 450 first-year teachers in Georgia and Florida responded to a survey designed to elicit their views on the supervision they received. In both states, peer teachers gave more assistance than either supervisors or administrators. Assistance given by administrators and supervisors was rated as having little value; assistance from peers was evaluated as having some value. Peer teachers were preferred in all areas of instruction.

**Rogers, Mary Gayle.** "Teacher Satisfaction With Direct Supervisory Services" Ed.D. University of Georgia, 1986 351 pp. (47/12-A:4260).

More than 1,300 teachers in 12 states were surveyed in this study to examine how often they received direct supervisory services and how satisfied they were with those services. The survey examined five aspects of direct supervision: availability of service, frequency of requests and receipts of service, source of service, preference for frequency of service, and degree of satisfaction. The results showed (1) that the availability of service did not lead to greater use of the service, (2) that an increase in frequency of service did not lead to increased satisfaction, and (3) that differences of teaching level did lead to some differences in satisfaction, frequency of use, and preferred frequency of receipt.

**Taylor, Dorothea M.** "Perceptions of Teachers in Small, Isolated Alaskan Schools Regarding Supervision Received Compared to Supervision Preferred" Ed.D. University of Montana, 1986 391 pp. (47/07-A:2411).

In this study, questionnaires soliciting responses from 156 Alaskan bush teachers about 29 recommended supervisory practices indicated that teachers wanted to be involved with these processes more often. Both the most and least experienced teachers expressed a desire for more professional development opportunities and for a more collegial teacher-supervisor relationship. The author recommended that more attention be given to the conflict in role between the supervisor as helper and the supervisor as evaluator.

**Friend, Michael L.** "Supervision of Instruction: The Perception of Selected Idaho Educators" Ed.D. University of Southern Mississippi, 1986 172 pp. (47/08-A:2822)

In this study, principals and teachers in Idaho were given a questionnaire with 28 premises designed to elicit comments about the pre-observation stage, the post-observation stage, and general characteristics of supervision. Teachers and principals differed to a significant level only concerning what should be included in the post-observation stage. Four premises received the highest rating. (1) the supervision builds on the teacher's strong points, (2) the supervision builds a relationship of trust and confidence with the teacher, (3) a conference is held soon after the observation, and (4) the supervisor praises specific teacher accomplishments.

**Davie, General Scott, Jr.** "Teachers and Principals' Perceptions of the Performance and Importance of Instructional Supervisory Behaviors of the Principal in Schools Using or Not Using Clinical Supervision." Ed.D. University of San Francisco, 1986. 138 pp. (47/06-A:1944)

Principals and teachers' attitudes toward supervision were assessed in this study with two instruments, one designed to elicit responses about the performance of supervisory behaviors and the other designed to assess the importance of the behaviors. Responses of teachers and administrators in schools using clinical supervision were compared with responses of teachers and supervisors in schools not using clinical supervision. Schools not using clinical supervision had a greater discrepancy between teachers and principals concerning the performance of supervisory behaviors.

**Floyd, Mary K.** "Meanings That Outstanding Central Office Instructional Supervisors Associate With Their Role." Ed.D. University of Georgia, 1986 265 pp. (47/06-A:1946).

Qualitative methodology was employed in this study to determine the constructs that four outstanding supervisors held about supervision. During an interview, the supervisors were asked, "Assuming I know nothing about what it means to be a central office supervisor, what would you have to tell me to let me know what it means to you?" Three main themes were revealed in the data analysis: influence, credibility, and flexibility.

### Skill Analysis

**Milliken, Edward J.** "Classroom Evaluations: A Functional Analysis of Observation Assessment Reports." Ed.D. Columbia University Teachers College, 1986. 434 pp. (47.11 A:3927)

Based on the assumption that supervision is a social process, this study analyzed the content of supervisors' assessment reports turned in after classroom observation. A system of analysis was developed and then applied to the reports of 170 teachers. The analysis was able to discriminate among supervisors' comments so they could be categorized as involving organizational functions, performance variables, competency traits, and characteristics of the lesson.

**Dyasi, Rebecca E.** "Two Interaction Systems for Analyzing Supervisor/Teacher Behavior in the Conference Phase of Clinical Supervision." Ph.D. University of Illinois at Urbana-Champaign, 1986. 168 pp. (47/07-A:2389).

In this study, elements of clinical supervision that were found to be universal, practical, sensitive to growth, and suitable for quantification were identified as items for two instruments to analyze clinical supervisory conferences: a self-assessment instrument, the Low-Inference Supervisor/Teacher Observation System (LIOS), and a peer-assessment instrument, the High-Inference Observation Criteria (HIIOC). Both instruments were used by experts, by those with no knowledge of clinical supervision, and by supervisors-in-training to establish reliability. The interobserver reliability for the LIOS varied from .58 to .93; the interrater reliability of the HIIOC varied from .95 to .98.

**Jones, Jean W.** "A Data Collection System for Describing Research-Based Supervisory Practices for Promoting Instructional Improvement in a Local School District." Ed.D. University of Georgia, 1986. 241 pp. (47/06-A:2004).

In this study, a 44-item questionnaire was developed to help school districts improve supervision. The methodology included interviews with school district leaders, development of the instrument, data collection for validation purposes, and evaluation of the process. The questionnaire collected data on the perceptions of both current and desired supervisory practices.

**Kopecky, Cheryl W.** "Clinical Supervision Skills Used by Principals, Abstracted From Narrative Teacher Observation Records." Ed.D. Northern Illinois University, 1986. 188 pp. (47/06-A:2005).

In this study, the narrative observation reports of 51 principals were analyzed for the appearance of 12 clinical supervisory skills determined to be demonstrable in written form. The appearance of the skills varied greatly. Some skills were used by all principals, and some were used by only a few. The appearance of the skills did not vary significantly among elementary, middle school or junior high, and senior high school principals. The author suggested that supervisors could use the set of 12 skills for inservice training and self-analysis.

**Ham, Maryellen C.** "The Impact of Collaborative Action Research in Promoting the Cognitive Development and Enhancing the Supervisory Effectiveness of Five School Administrators." Ed.D. George Peabody College for Teachers of Vanderbilt University, 1986. 261 pp. (47/09-A:3259)

Qualitative and quantitative measures were used in this study to assess the ego, moral, and conceptual levels of five principals and relate these levels to the collaborative action research process they were engaged in and the supervisory skills they exhibited. The analysis of such items as audiotapes and videotapes, questionnaires, and journals indicated that no one best supervisory model existed, a combination of models was most likely to meet teacher needs. Principals operating at higher stages of cognitive development perceived problems more globally, had more problem solving skills, functioned better in complex situations, and showed more empathy to others' needs.

### International Applications

**Abdulali, Abdulkarim J.** "Changing the Role of Inspector in the Libyan Educational System." Ph.D. University of Pittsburgh, 1986. 184 pp. (47/06-A:1997)

Because the educational supervisor in Libya mainly serves in the role of inspector, this study sought to propose a new role for supervisors as well as a strategy for its implementation. Four supervisory responsibilities were suggested: personal development, curriculum and instruction, staff members, and administrative. The author recommended establishing new criteria for selecting supervisors and locating them in schools close to the teachers they are to supervise.

**Al-Duaj, Abdulaziz.** "A Study of the Impact of Supervisory Style on Teachers' Job Satisfaction in the Secondary Schools in Kuwait." Ed.D. Western Michigan University, 1986. 138 pp. (48/01-A:12).

This study sought to answer questions about effective supervisory style in secondary schools in Kuwait. Data were collected from 400 teachers using the Teachers' Perception of Supervisors Questionnaire and the Teachers' Need Satisfaction Questionnaire. The analysis of the data revealed that teachers were motivated most by high supportive, high administrative styles of supervision.

**Auala, Rehabeam K.** "A Historical Analysis of Educational Supervision in the United States of America and Its Implications for Namibia." Ph.D. Miami University, 1986. 253 pp. (47/07-A:2380).

To make recommendations about supervision in Namibia, the author undertook an analysis of supervision in the United States. Specifically, the evolution of supervision in the United States, the major approaches used, the preservice and inservice preparation, and the competencies used were examined. Characteristics of education in Namibia relating to supervisors were also analyzed. The author believed that the approach and theoretical base of American supervision had relevance for Namibia, even though the setting involving white, colored, and African educational systems differed.

### Miscellaneous

**Bailey, Marian D. W.** "The Relationships Among Supervisor Competencies, Job Expectations, and Position Types." Ph.D. The University of Texas at Austin, 1986. 274 pp (48/02-A:258).

In this study, 154 persons with supervisory responsibilities in 31 Texas school districts were surveyed to examine relationships among supervisor competencies, job expectations, and position types. The survey examined five supervisory task areas: developing curriculum, providing materials, providing staff, arranging for inservice education, and evaluating instruction. Generally, the respondents indicated they felt most competent in the areas of curriculum development and inservice education. There were few significant relationships between size of district or position type and supervisory competencies. The findings emphasized the supervisory aspect of central office positions often deemed administrative.

**Simone, Marie R. A.** "Uses of Common Technical Language and Public Agenda in the Supervisory Process and Their Relationship to Trust of the Supervisor and Teacher Efficacy" Ed.D Rutgers University, 1986. 174 pp. (47/08-A:2838).

The relationship of four aspects of supervision were examined in this study: common technical language (vocabulary about teaching performance agreed on by teacher and supervisor), public agenda (topics addressed in supervisory conferences), interpersonal trust (the expectancy that another's statements can be relied on); and sense of efficacy (a set of teacher beliefs about competence in motivating student achievement). The sample consisted of 104 groups of at least 10 New Jersey teachers; half used the Hunter model. The analysis of the data revealed that (1) common technical language is positively related to the use of a public agenda and (2) the use of common technical language and public agenda is positively related to public trust. Small differences between those using and not using the Hunter model were found.

**Levine, Lynn Merrill.** "Mentoring in the Career Development of Administrators and Supervisors in Public Elementary and Secondary Schools." Ed.D Rutgers University, 1986. 230 pp. (47/08-A:2829).

This study examined mentoring through a survey of 233 graduate students in educational administration and supervision. The findings revealed that many respondents were giving and receiving help, which they perceived as an important professional responsibility; 60 percent indicated they received mentoring in their present position, and 40 percent had received it in previous positions. Although the findings did not indicate that women were mentored less than men were overall, superintendents and assistant superintendents mentored women less often than men.

**Ellis, Nancy H.** "An Andragogical Model of Educational Supervision, Job Design, and Teacher Motivation." Ph.D. Fordham University, 1986. 169 pp (47/07-A:2390).

Malcolm Knowles's views of andragogy formed the theoretical basis of this study in which the Job Diagnostic Survey was administered to 207 teachers. Based on the results, each teacher was assigned an andragogical quotient to indicate the degree to which they perceived their supervisors to use andragogical behaviors. Three major relationships were explored: those between the job of teaching and the internal work motivation of teachers, those between supervisor behavior and teacher motivation, and those between supervisory behavior and the job of teaching. Teachers with high needs for growth and achievement saw greater meaning and assumed more responsibilities in their jobs than did those with low growth needs. Teachers with high andragogical quotients who perceived a greater presence of core job dimensions were more internally motivated than those who did not.

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