

## CHAPTER V

In his extensive study of 6000 teachers and 1700 schools, Ryans (1960) undertook to identify teacher characteristics and to analyze their class-room behaviour. Such research is relevant to problems of supervision. In research studies and reviews of research studies Barr (1961) and Meadley and Mitzel (1959) have diagnosed the problems inherent in evaluating teachers and teaching. They point out that because of the absence of strong suitable criteria and the paucity of measures of teacher effectiveness, research in the field of supervision has centred on other areas.

- Robert L. Ebel

(in "Encyclopaedia of  
Educational Research,  
1969")

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## FINDINGS AND IMPLICATIONS

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### 5.1 INTRODUCTION

It may be asked at the end as to what is the overall picture of the nature, activities and the effectiveness of supervision in the high schools of Central Gujarat that emerges from the present empirical inquiry. The answer will be provided in this chapter. As an attempt will be made to summarise the major aspects of the inquiry as well as the major findings, and build up a synoptic and synthetic overall portrait of school supervision in Central Gujarat, some repetitions and overlapping might inadvertently occur.

A preliminary observation that needs to be made is that though the Kheda District high schools emerge as having more systematic and effective programme of school supervision than the high schools of the Panchmahals District, no verdict can be passed to the effect that supervisory programme is a mighty success in the Kheda District and is a dismal failure

in the Panchmahals District. If at all any verdict can be passed, it is this : the educational advancement of a taluka or a district is a significant factor in creating necessary environment and climate which tend to make school supervision programme successful.

The Kheda district is economically much better off than the Panchmahals district. But the Panchmahals District is also developing despite its physical, cultural, and demographic conditions being not quite favourable to speedy economic growth. In recent times, the Panchmahals District people have been making lion-hearted efforts to move along the path of development, change and prosperity. Therefore, the prospects for the Panchmahals District may not be so bleak. If the District School Inspectorate can play its role of change and development much more fully, sympathetically and with dedication, the Panchmahals District can have an improved and better programme of instructional and supervision improvement. The Panchmahals District schools are likely to grow and change faster in the near future than they did in the past. Modernity and a new awakening have been in evidence in many urban and taluka town high schools. This feeling was conveyed to the investigator by a number of headmasters of high schools of the Panchmahals District, the Director and Co-ordinators (past and present) of the Departments of Extension Services of the Faculty of Education and Psychology, Baroda, in the jurisdiction of which the Panchmahals District schools fall.

It also follows that the success or failure of the instructional improvement programme in a region is closely linked up with the quality and effectiveness of leadership in schools, ~~with~~ associations of teachers and supervisors, ~~with~~ District School Inspectorate ~~with~~ <sup>the</sup> State Department of Education, State Board of Teacher Education, and State Institute of Education. They have to show initiative, sensitivity, attitude, and motivation to change and renovate.

Organizational climate of schools also is being fast recognised as a crucial factor in improvement, innovation, and change. The change process from a climate closer to the 'closeness' end of the climate continuum to a climate closer to the 'openness' end of the climate continuum is slow and difficult. But this process has to be begun. Climate of schools should change in the desired direction of openness. In evaluating the climate of schools, it should be remembered that the most disturbing factor is the weak financial position of schools because they are private schools and not in a real sense 'community' schools. Inadequate funds and unscrupulous managements are, perhaps, the biggest obstacles inherent in the present school situation in Gujarat which makes the change process for schools slow and less effective. It would, therefore, be improper to swing between extremes of pessimism and optimism in evaluating the role and prospects of school supervision at the present moment.

A number of variables operate in the process of school improvement through supervision work. The present study has not been <sup>able to</sup> include <sup>all</sup> the variables. Therefore, the investigator would like to caution the readers against any dogmatic over-riding conclusion. It is not possible to come out with any <sup>proof</sup> ~~firm~~ conclusion and to adopt a firm ~~and~~ dogmatic stand as regards to the success or failure of the programmes of school supervision. What at the best can be attempted in a study like the present one is to identify some conditions (not all the conditions) that make the school supervision programme either largely successful or partly successful and partly a failure.

Whatever are the findings of the present study and in whatever manner their validity is perceived, the inescapable conclusion is that school supervision holds a key to the programme of instructional improvement in school.

## 5.2 EMERGING CONCEPT OF SCHOOL SUPERVISION

An observation on the emerging concept of school supervision may be made in the light of the findings of the present inquiry. This would include the investigator's field experiences and reflections of persons whom he met and interviewed for the purpose of the study.

In a large majority of the high schools in the two districts, the concept of school supervision largely in

vogue is : observation of class teaching of individual teachers by the principal and the supervisor by class visitation, checking <sup>of</sup> notebooks and pupils' practical work in Mathematics, Science and Geography, and writing teachers' log books. This is largely due to the fact that some of the headmasters do not properly understand the scope and significance of the larger and the newer concept of school supervision and even if they understand they have neither a background nor have an attitude to practise it. In a good number of high schools, the prevailing climate is authoritarian and controlled, and though many school headmasters profess democratic ideology and attitude, if one scratches them a little deeper, one would find ~~them~~ more wedded to the ideology of control and direction rather than academic autonomy and more an authoritarian person than a democratic school leader. New concept of school supervision is the result of orientation, observation and experience. A concept grows on the anvil of experience and develops new dimensions in the operational process. It is necessary that school headmasters and supervisors should be exposed to the changing concept and role of school supervision and they should be helped to have clear thinking about the basic premises and theoretical norms of the democratic and developmental concept of school supervision. The narrow and limited concept of school supervision which is followed in a large number of high schools in Central Gujarat is perhaps partly due to the lack of conceptual clarity and partly ~~due~~ to the predominant note of authorita-

rianism and dominant control ideology prevailing in a good number of secondary schools.

In the present investigation, an attempt was made to study the sensitivity of secondary school teachers to newer concepts of school supervision. But what <sup>the</sup> teachers think about the new ideas ~~on~~ supervision does not <sup>coincide with</sup> ~~feel~~ what <sup>the</sup> school headmasters and supervisors think and feel about the newer and changing concept of school supervision. Further research is necessary to study the perceptions and attitudes of the school headmasters and supervisors about the newer concepts of school supervision. That would perhaps yield supplementary data and provide clues to understand why the prevailing ideology about school supervision remains still narrow and traditional. The mean score on the sensitivity of headmasters and supervisors of advanced and backward district schools to newer changing concepts of school supervision will further show whether the advancement of a school system is a significant factor in this respect or not.

### 5.3 ORGANIZATIONAL CLIMATE OF THE HIGH SCHOOLS OF THE TWO DISTRICTS

Organizational climate represents a critical attribute of an institution's functioning. It reflects the very 'personality' of the school. Halpin and Croft have identified six organizational climates on a climate continuum at one end

of which lies 'Open' Climate and at the other end of which lies the 'Close<sup>d</sup>' Climate. The present study has yielded the following percentages for these six different climate types:

Climate Continuum					
Open	Autonomous	Controlled	Familiar	Paternal	Closed
Openness		Intermedial		Closeness	
15.7	17.8	13.3	14.2	14.6	24.4
p.c.	p.c.	p.c.	p.c.	p.c.	p.c.
Total		Total		Total	
33.5 p.c.		27.5 p.c.		39.0 p.c.	

The results indicate that about one-third of the schools of the two districts has more or less 'Open' climate and a little more than one-third has 'closed' climate. In respect of openness of climate, the position is better in the Kheda District with 44.5 per cent of schools classified as belonging to 'Open' and 'Autonomous' schools and 25.9 per cent classified as 'Paternal' and 'Closed' schools as against 22.4 per cent schools belonging to the 'Open' and 'Autonomous' climate types, and 52.3 per cent belonging to the 'Paternal' and 'Closed' climate types studied by Pillai (1974), Sharma (1974), Patel (1974), and Shelat (1975) on organizational climates in high schools of Rajasthan or Gujarat or Tamil Nadu have shown that organizational climate of schools have close and significant

correlation with the variable like school quality or school effectiveness. If the results of the tools on 'benefits derived by teachers from supervision' and 'conditions favourable in schools for instructional improvement' are viewed together, a similar conclusion would emerge <sup>From the present study also.</sup> The mean ratings of teachers belonging to the 'Open' climate schools on 'benefits from supervision' were 3.7 as against 1.3 in 'Close' climate schools and on 'Conditions favourable to instructional improvement' were 3.4 against 1.6 in 'Close' climate schools.

It is, therefore, safe to generalise that the 'Openness' of organizational climate of a school is more conducive to the development of an effective programme of schools supervision than the 'closeness' of the organizational climate. The data yielded by the present investigation can be further analysed by way of further post-doctoral research or a separate designed study can be undertaken to ascertain whether the degree of effectiveness of school supervision increases as one moves along the climate continuum from the 'Open' climate end towards the 'Close' climate end. A full-scale study on school supervision as a function of organizational climate of high schools would be an illuminative piece of research in this regard.

#### 5.4 PHYSICAL FACILITIES AND CONDITIONS AND EFFECTIVENESS OF SCHOOL SUPERVISION

It is generally believed that in order that a school is able to provide good instruction, it should have satisfactory physical facilities and satisfying conditions of work. They are essential for the maintenance of teacher morale at a level of satisfaction. In the districts of Kheda and Panchmahals, 24.0 per cent of the high schools assemble in their own school buildings while 44.0 per cent in rented school buildings which can be considered fairly satisfactory for school purpose, but 32.0 per cent of them meet in such rotten buildings and unsuitable physical environment that much educational good - other than mere routine and traditional instruction through chalk and talk method - can be expected from them. On an average, in 1966, 9.30 sq. ft. class space was available to a pupil. This situation has worsened in the last decade owing to a speedy upward trend in enrolment. Whereas the accommodation and classroom floor area have not much increased, the number of pupils sitting in individual classes has increased at least upto 20 to 25 per cent. This has been curtailing the freer movement of pupils in classrooms, their learning activities and live participation in learning by doing.

As regards the educational equipment possessed by secondary schools in the two districts, <sup>in</sup> only 1 out of every 4 schools, the situation is 'above the average' and <sup>in</sup> 2 in every 5 schools it is 'below the average'. Situation in

this respect is not much different in the schools of the Kheda and Panchmahals Districts. The schools of these two districts do not differ appreciably among themselves in the matter of educational equipments they possess.

As most of the high schools are private, their financial position is not very sound. The situation may be better in better organized and community supported managements consisting of Education Trusts or Progressive Education Societies. But such better placed schools may be 3 out of every 10. The remaining 7 in every 10 schools do not provide favourable working conditions to the secondary school teachers and supervisors. The present study has not included this dimension in its scope. A further research on the possible relationship between management, finance, school plant including equipment and working conditions for teachers and the effectiveness of school supervision can be taken up, which might throw more significant light on these focal points.

#### 5.5 THE SUPERVISORS

Usually, the headmaster of a high school, in Gujarat State, has the responsibility of supervision work over his staff. According to (the) Section 61 of the Grant-in-aid Code of Gujarat Government, if a school is large-sized and if it has more than ten classes, authority is given to the school to appoint a senior teacher of its own to work as the supervisor. He is given a special allowance of Rs. 20/- for

discharging this additional supervisory responsibility. A supervisor thus selected has to be approved by the District Education Officer prior to his appointment. He is subordinate to the headmaster. In high schools which have less than ten classes, no post of an additional supervisor is sanctioned to them. In their case, the headmaster of the school is the official supervisor. In large schools, assistant headmaster and some other senior teacher may do supervision work. But they are not remunerated for doing this additional job. A very large school may have more than one officially approved supervisor, one additional for every more <sup>Supervisor</sup> 10 classes but the supervisors thus appointed cannot exceed four at any one time.

The Departmental Rules of Gujarat are not very exacting in regard to the qualifications of a supervisor. He has to be a trained graduate teacher (i.e. either with a B.Ed. degree or a Dip.Ed. diploma). No under-graduate teacher can be appointed as a supervisor.

A supervisor should have at least five years of teaching experience. Rule 61.4 of the Grant-in-aid Code clearly lays down that 'while appointing supervisors, the claims of senior and qualified teachers of the school should not ordinarily be set-aside.'

The present study revealed that in around 36.0 per cent of the high schools, supervision is mainly done by school headmasters, in about 42.0 per cent schools, it is mainly

done by supervisors and in about 22.0 per cent of schools, senior teachers also do supervision work besides the headmaster or the supervisor. There are, however, district-wise differences. In the Kheda District, the supervisors bear a greater responsibility of supervision whereas in the Panchmahals District, the major responsibility is being borne by the school headmasters. In Kheda District, schools, more senior teachers also participate in supervision work. Some pertinent facts yielded by the study on the supervisor, on the average, are as under :

- (a) Sex-ratio : 92.11 : 7.89
- (b) Age : 33.52 years
- (c) Academic Qualifications : Post-graduate - 11.9 p.c.  
Graduate - 88.1 per cent
- (d) Professional Qualifications : B.Ed. - 88.2 p.c.  
M.Ed. 11.8 p.c.
- (e) Professional Experience : 5.67 years
- (f) Average number of teachers per school : 1:11.4
- (g) Average number of pupils per school : 1:286
- (h) Average student-teacher ratio : Around 27
- (i) Average number of hours spent on  
School Supervision work : Around one hour
- (j) Academic achievement index of  
the school in the last 5 years : Average S.S.C.  
results in the course  
of last five years  
44.78 per cent

The following comments on these findings have  
relevance :

Most of the supervisors are male. The supervisor is below ~~the~~ middle age. Around 12 per cent of them have post-graduate degrees; the others have graduate degree in Arts or Science. The same proportion operates in the case of the graduate-post-graduate degrees in education also. The average professional standing of the supervisor is around 6 years. The school which a supervisor has to serve has, on an average, around 12 teachers and 287 pupils. The average teacher-student ratio is around 1:~~27~~. The supervisor is not able to spend, on an average, more than one hour per day. The achievement index in terms of S.S.C. Examination results is below 45 per cent in the last five years.

On a five-point rating scale, the mean rating given by 444 teachers of the Kheda District (advanced district) to their supervisors was 3.8 as against the mean rating of 2.3 given by <sup>213</sup> teachers of the Panchmahals District to their supervisors. As regards the feeling the teachers carried about the democratic means and procedures used by their supervisors, the mean rating was 2.8 for the schools of the advanced district of Kheda and 2.1 for the schools of the backward district of Panchmahals. The mean rating by teachers of both the districts on the statement regarding their own feeling as to whether they had become more competent due to the supervisory services given in their school, the mean rating was 2.6, that is, a little less than the average.

The mean rating of teachers was around the average in the matter of the literature and equipment the supervisor had given to them which proved to be beneficial to them. On an average, about 3 out of every 5 teachers indicated that they would like to invite their supervisor to visit their class and watch their teaching. A little less than the average rating resulted from the study as to the increased knowledge of instructional materials and aids as a result of the supervisory help or guidance.

It, thus, appears that the supervisors of the two districts have met with average degree of success in their supervisory role. The teachers of the advanced district of Kheda have a little better perception of the role of their supervisors than <sup>what</sup> the teachers of the Panchmahals District have about the role of their supervisors.

It has become clear from the present study that to a very small extent, in both the advanced district of Kheda and the backward district of Panchmahals, the members of the School Management Committee have shown audacity to do supervision work of the teaching work of the teachers. This is atrocious and is against the basic concept and tenets of supervision and instruction.

The study has also revealed that good - progressive schools have internal committees of teachers to do supervision work. Around 36 per cent of the teachers of the Kheda District

and 17.0 per cent of the teachers of the Panchmahals District have indicated that such internal committees of teachers operate in their schools in the sphere of supervision work.

The study provides a pointer to another aspect of the issue. There seems to be <sup>de</sup>centralization of powers in headmasters in the case of the schools of the advanced district. Decentralization of supervision authority is a clear sign of advancement of a school.

#### 5.6 EMERGING NATURE OF SCHOOL SUPERVISION

The present study has succeeded to a large extent in identifying the nature of supervision work being done in ~~the~~ ~~high schools~~ ~~or~~ the secondary schools of the two sampled districts.

- (1) Supervision work is largely viewed upon by the school teachers as a kind of ⊙ check on their instructional work, a kind of ○ device to improve the quality of their instructional work and an underlying feeling that keeping an eye on what and how teachers teach in the class and the guidance and assistance provided to them by the school headmaster and/or supervisor might lead to the improvement of the school quality.
- (2) Supervision to a large extent is not done in a regular and pre-planned way.

- (3) Its nature and scope are mostly limited to : (a) Class-room visitation and observation of teaching and writing supervision remarks on Log Books for teachers;
- (b) checking ~~■~~ correction work of teachers; (c) staff meetings occasionally used for academic discussions;
- (d) occasional talks to teachers by the outside experts and at times by the school headmaster; (e) sometimes deputation of teachers to inservice teacher education programmes organised by the Department of Extension Services of the neighbouring Teachers' College or the State Institute of Education; (f) organization of demonstration lessons of some good teachers occasionally;
- (g) screening of some educational films occasionally.
- (4) The line of communication is from the <sup>top</sup> to the bottom.
- (5) Mostly the staff meetings to discuss academic work are outside school hours or on holidays.
- (6) The nature of supervision is inhibited by the pattern of school functioning determined by : (a) the school's anxiety to improve its S.S.C. Examination results by concentrating on coaching to the S.S.C. Class pupils;
- (b) the prescribed teaching load for every teacher by the Education Department; (c) the rigidity prescribed and heavy subject-teaching load on teachers; (d) the supervisor's own academic and professional limitations;

- (f) the closed climate of many schools; (g) not very satisfactory staff morale in many high schools, and (e) authoritarian leadership of headmasters in most schools.
- (7) There is also a gap between how teachers and headmasters conceive and perceive school supervision. In this, the differing attitudes of administrators and teachers get naturally reflected.
- (8) Little of group processes or group dynamics is recognised in the conceptualisation of school supervision.
- (9) It is status oriented.
- (10) Although the inspectional attitudes of supervision have decreased, the autocratic concept of inspectional attitude is still to be found in large number of schools today.

The modern democratic nature of supervision which William Burton visualised for American schools some thirty-five years <sup>ago</sup> is not to be seen, by and large, in the secondary schools of Central Gujarat.

"The new supervision fitted to the modern school is then : (1) leadership, which (2) studies and improves the total teaching-learning situation and not merely some person or parts therein, (3) invites and respects the contributions of all persons who are interested and concerned with the given problem, (4) provides for freedom and initiative within a cooperatively determined

policy, (5) emphasizes fundamentals rather than trivial details, and which (6) proceeds in terms of a union of facts with the values of democracy."

Teachers' sensitivity score on such a modern concept of supervision is between 3 and 2 (The mean is 228 for the total 657 teachers) on a five-point scale. The study has revealed that the teachers of the Kheda District (advanced district) are relatively more sensitive to the newer ideas about school supervision and the enlarging nature and scope of supervision. The study has also revealed that environmental factors play an important part in teachers' sensitivity to the modern concept and enlarged nature of school supervision.

The study brings to the focus the need to have a broader and richer concept of school supervision in the high schools of Gujarat, and for the matter of fact in all parts of the country and the change-over from the autocratic concept of supervision to democratic concept of supervision. This is regarded imperative and crucial because the findings of American researches on school supervision point out to the fact that 'autocratic' concept of supervision suppresses teaching initiative and originality and encourages mediocrity and pattern of teaching. Independent and intelligent effort by teachers to find the best methods by which they can teach and to adjust their methods to the individual abilities of their pupils are discouraged."

### 5.7 THE SUPERVISION PROGRAMMES IN HIGH SCHOOLS

The major focus in school supervision is improvement of total teaching-learning situation in schools. To achieve this goal, supervisors press into service various instructional programmes.

The study has shown that eleven programmes of educational improvement have been adopted by supervisors in their schools. The use of objective tests has been adopted in around 84 per cent of the schools. Participation in the district level sport contests is to be found in around 82 per cent of the schools. Participation in drama, dance, folk dances, and such other cultural contests is also to be found in around 57 per cent of the schools. Participation in the District Science Fair is also reported by around 55 per cent schools. Nearly half the secondary schools have introduced Cumulative Record Cards. Slightly less than half the number of high schools also organise project work for their pupils. Social service activity and labour camps are being organised in about 1 in every four high schools in the two districts. Unit plans of teaching are also being used by about 27 per cent of schools. The programme which have continued to be weak and uncertain are : allocation of more than twenty per cent weightage to the internal assessment in the schools' annual examinations, use of action research and work experience.

In the adoption of these programmes, the district-wise differences are marked. The new educational programmes have been introduced to a varying degree in about 3 out of every 4 schools in the Kheda District and in about half the <sup>number of</sup> schools in the Panchmahals District. Thus, the study reveals that educationally advanced districts are likely to have newer programmes of education through supervision in their schools than the educationally backward districts.

It is interesting to know the extent to which some of the supervision-related activities are done in the secondary schools of the two districts. The results of the five-point rating scale show that the over-all rating is below the average in all the ten supervisory activities. It is, however, between the points 3 (average) and 2 (below average) in (1) discussion of academic issues and problems in staff meetings, (2) conducting workshops/seminars for teachers to meet their needs and (3) demonstration of modern trends and issues. Two activities are on '2' point rating, viz., (1) observation of class teaching through class visitation, and (2) individual conferences with teachers and guidance. The other four activities that are rated between 1.6 and 1.8 are : (i) discussion of the instructional work and improvement, in group committees of teachers, (ii) reading and discussion of modern books, articles and research work, (iii) participation of teachers in academic decision-making and (iv) screening of educational films for teachers. The organization

of pre-planned talks by outside experts has received a low rating of 1.4.

The teacher groups from Kheda and from the Panchmahals have shown significant differences in their mean-ratings of the supervision-related activities.

#### 5.8 METHODS OF SUPERVISION EMPLOYED BY SCHOOL SUPERVISORS

It is seen from the findings of the present study that fourteen methods of supervision are being employed by the supervisors of the two sampled districts. The three methods being used by around half the secondary schools under study are observation and evaluation of teaching work through Class Visitation, professional reading by teachers, and formation of subject committees. The other three methods being employed in about 34 to 40 per cent of the schools are the sharing by teachers one another's classroom teaching experiences, mutual consultation and/or consultation with the headmaster and/or discussion of instructional problems, and academic issues in the staff meetings. In around 30 per cent of the schools, paper or articles reading, talks by experts on ideas and methods of teaching are being followed as measures in supervision. Supervisors' efforts to ensure easily the availability of various teaching aids to teachers, demonstration regarding the use of films in class-teaching and assist the teachers to cultivate a habit of planning the daily teaching work were

found to be in around 30 per cent high schools of the two districts. Institutional planning seems to have been adopted by supervisors in around 1 out of every 5 high schools in the two districts. Helping and guiding teachers to prepare and use the classroom instructional assignments have found their way in around 1 out of every 10 high schools in the two districts. The two districts have themselves shown marked differences in the methods, tools and techniques used by them in supervisory work. In this respect, the educationally advanced district of Kheda scores markedly over the educationally backward district of Panchmahals in all the fourteen methods individually and collectively.

Do supervisors of the schools under study keep Log Book as used to be the case during the British days? The study showed that this practice continues in around 53 per cent of the schools. It is to the extent of 75 per cent in the Panchmahals district as against to the extent of only 30 per cent in the Kheda District. In about 8 to 9 cases, out of every 10 cases, the supervision remarks are brought to the notice of teachers concerned in the advanced district of Kheda and in the 7 cases out of every 10 cases in the backward district of Panchmahals. In the Kheda District schools, in a little less than half <sup>of</sup> the total schools, further guidance and assistance are offered to the teachers to implement the suggestions made by the supervisors in their Log Book. This happens in the case of little less than a quarter of the total schools of the Panchmahals District.

The study has revealed that about 14 methods of supervision are used to a more or less extent in the secondary schools under study. The agreement among the teachers was around 50 per cent in regard to two supervisory approaches made - insistence on professional reading by teachers and formation of subject committees. The agreement was around 35 per cent in regard to four supervisory methods, viz., (1) observation and evaluation of teaching work through class visitation, (2) sharing one another's classroom teaching experience, (iii) consultation, i.e. discussion and guidance before teaching, and (4) discussion in staff meeting. Similarly agreement around 30 per cent of the total respondents was found about the use of four supervisory methods, viz., (1) institutional planning, (2) ensuring the availability of various teaching aids to teachers, (3) demonstration regarding the use of films in the class-teaching, and (4) cultivating among the teachers the habit of planning the daily teaching work.

#### 5.9 ACHIEVEMENTS AND BENEFITS OF SUPERVISION

As emphasised on several occasions in the present study, the primary purpose of school supervision is to help a school to be a better school and a teacher to be a better teacher. The achievements of supervision can, therefore, be perceived and evaluated on the basis of the achievements which a school can claim after having adopted some programmes of supervision

traditional or modern and the quantitative and qualitative types of benefits that resulted for individual teachers and the school faculty from the supervision work in operation in the school.

The study showed that the teachers derived 18 types of benefits to a more or less extent. The extent of benefit was around 'average' in respect of insight in lesson planning, increased motivation of pupils in class learning, the knowledge of the use of the standardised tests, development of ability to motivate pupils to make more use of school library and planning of learning experiences for school children outside the school. The extent of benefits was 'above average' in the development of skills in effective techniques of teaching, skills in solving classroom instructional problems, skill in planning action research, skill in the maintenance of class discipline, some skill in the use of audio visual aids in teaching, guidance in constructing objective test items and development of tools or procedures for reporting pupils' periodic progress in curricular and co-curricular work.

The extent of benefits was below the average in the development of insight in daily lesson planning, development of skills in increasing pupils' classroom interactions, development of skills in organization of effective practical work, skills in collecting resource materials for 'instruction from the local community and in having increased contact with pupils' homes.

The study has also revealed the trend earlier noticed as regards better performance on the part of the advanced district of Kheda than on the part of the backward district of Panchmahals. Thus, educational advancement or backwardness of schools or their region is a factor in the output of schools in the sphere of supervision. The results showed that around 58 per cent of the teachers of the advanced district schools as against 18 per cent of the backward district schools have derived benefits to varying extent from supervision work. The percentages of teachers of the advanced and the backward district schools who feel that the supervision work is not much beneficial are around 15 per cent and 47 per cent respectively. The mean rating on the statement, viz., "the extent to which the supervisory services of your school proved helpful to you" was 3.7 in the schools of the advanced district schools of Kheda and 2.4 in regard to the schools of the backward district of the Panchmahals.

A study of the measures of achievements of (supervisory work) supervision on a four-point rating scale showed a mean of 57 in the case of 148 sampled schools of the Kheda District and a mean of 45 in the case of 71 sampled schools of the Panchmahals District. ~~The 't' value was 2.07 and~~ <sup>is 12.3 which is</sup> ~~the 't'~~ value significant at 0.01 level. ~~was 2.07.~~

The study further yielded mean rating of 25 items of achievement of supervision work on a four-point scale where the '4' point denoted maximum and the '1' point denoted the

least position in achievement. The finding is that in none of the twenty-five items of achievement, the mean rating exceeded 2.4. The rating is above the average in regard to perceived achievements in 9 out of 25 cases, viz., (1) enthusiasm created in teachers for good teaching, (2) creating good teaching-learning climate in the school, (3) fearless expression of teachers on academic matters, (4) healthy human relations between the school and the local community, (5) improved teacher morale, (6) healthy relationship between the school and the local community, (7) improvement in school discipline, (8) improvement in staff stability and (9) improved morale and tone of the school.

The rating was either '2' or 'nearer to 2', (that is on a slightly lower plane.) in the case of achievements pertaining to (1) creating attitude among teachers to solve their instructional difficulties, (2) planning of teaching by the group committees of teachers, (3) creating interest in teachers to read educational literature, (4) teachers' participation in academic decision-making, (5) planned teaching work, and (6) reduction in the extent of wastage in schools.

The achievement was rated between 1.1 and 1.8 in respect of the following :

- Release of teacher creativity.
- Development of teacher initiative.
- Organization of regular staff meetings.
- Increased trend in the professional reading by teachers.

- Building up climate for educational innovations in the school.
- Creation of democratic environment in the school.
- Increase in the achievement motivation of pupils.
- Increase in the student interaction during the teaching-learning process.
- High ranking of the schools by the District Education Officer.
- Reduction in the extent of stagnation in school.

Thus, out of total 25 achievements of supervision, 11 or 44.0 per cent cases was nearer to the 'good' category, and in the case of remaining 14 or 56.0 per cent it was 'above the average' category.

Another conclusion is that so far as the achievements due to supervision work are concerned, the schools of the advanced district of Kheda stand markedly higher than the schools of the backward district of Panchmahals.

#### 5.10 QUALITY OF SUPERVISION

It is perceived in the study that the quality of supervision depends largely on the frequency of the supervision-related activities of supervisors. Of the ten supervisory services which were rated by the respondents for frequency on a five-point scale, none received a mean score exceeding 2.5. Thus, the over-all quality is to be adjudged as

'average' or 'nearer to average'. Only four services have a mean rating of 2.1 to 2.5. They are : (i) observation of class teaching through class visitation, (ii) discussion of institutional work and its improvement in group committees of teachers, (iii) discussion of academic issues and problems in staff-meetings, and (iv) involvement of teachers in workshops and seminars. The supervisory activity resulting in the participation of teachers in academic decision-making comes very near to the rating of the above four activities. The quality of two supervision-related activities is found to be particularly low. They are : (i) reading and discussion of modern books, articles and research work, and (ii) pre-planned talks by experts. The quality of the supervision related activities is on different pitches in the schools of Kheda District and Panchmahals District. Excepting two activities, the mean average over-all score in the Kheda District schools is 3 and around 1.3 in Panchmahals District schools, showing a clear gap between the two groups as far as the quality (as reflected in the frequency) of supervision is concerned.

#### 5.11 SOME FURTHER FINDINGS

Besides the important findings of the present study presented in the previous sections of this Chapter, some other findings of the study also need to be noted. They are as under :

1. In regard to the adoption of new ideas in supervision, the study revealed that the implementation or adoption was possible to a large extent in 37.67 per cent schools, to some extent in 31.62 per cent schools, and to a small extent in 30.71 per cent schools. In Kheda and Panchmahals Districts, the schools in these three categories are (i) 52.0 p.c. and 25.35 p.c., (ii) 33.66 p.c. and 29.37 p.c., and (iii) 14.34 p.c. and 45.08 p.c. respectively.
2. The most practicable new ideas of supervision-related activities are :
  - (i) Planned guidance to teachers (mean rating 3.1).
  - (ii) Assistance to teachers for their continued professional growth individually and collectively. (mean rating 3.2)
  - (iii) Formulation of such teaching-learning situations that pupils can learn easily and effectively. (mean rating 3.7).
  - (iv) Achievement of professional development of teachers through inservice teacher education programmes. (mean rating 3.2)
  - (v) Constituting teachers' committees to solve academic problems. (mean rating 3.3)
  - (vi) Use of audio-visual aids in maximum number of school subjects. (mean rating 3.1)
  - (vii) Month-wise planning for respective subjects/ classes. (mean rating 3.5)

3. The least practicable ideas of school supervision are :
- (i) Subject-teaching through programmed learning.  
(mean rating 1.5)
  - (ii) Regular paper reading by teachers. (mean rating 1.1)
  - (iii) Providing teachers opportunities for the improvement of academic and professional qualifications.  
(mean rating 2.4)
4. In regard to existing favourable conditions for educational improvement, the sampled 219 schools are distributed as under :
- (i) Most favourable 42.32 p.c.
  - (ii) Favourable 36.80 p.c.
  - (iii) Average 14.22 p.c.
  - (iv) Below average 4.38 p.c.
  - (v) Most unfavourable 2.28 p.c.

More schools of Kheda District are in the 'most favourable' and 'favourable' conditions' categories but less in 'the average' category than the schools of the Panchmahals District.

### 5.12 OBSERVATIONS AND RECOMMENDATIONS

Looking to the fact that the teachers from the backward district schools lack in sensitivity towards new ideas in supervision and in education, and that sensitivity being dependent on environmental factors, it is recommended that, adequate opportunities should be provided to teachers, and especially to those in the backward district schools, so that they can think with an open mind rather than in terms of set ideas. To increase the sensitivity of teachers, the investigator recommends imparting more information relating to supervisory practices through information talks and assimilation of this information on the part of the teachers through the method of group discussion and seminars. This method will also prove beneficial to improve the teachers' perception. It is crucial that teachers are now exposed to more and richer learning experiences.

It is observed that relatively greater number of backward district schools are having closed climate. Climate of schools can be improved by reducing the extent of disengagement of teachers in respect of school work, hindrance to teachers in their work by principal, improvement of esprit and morale of teachers, providing them more social experiences and intimacy, reducing principal's aloofness to teachers, reducing principal's production emphasis and improving principal's orientation toward directing and controlling teacher behaviours. Through effective leadership of the

supervisor assimilation of more related information on the part of the teachers through group discussion, providing more inservice training facilities to teachers with an emphasis on making them unbiased and unprejudiced, some tangible improvement can be made in the observed climate of the schools.

On the whole, it was observed that about 1 out of every 3 teachers on an average failed to perceive the benefits of supervision. The teachers who felt supervision work to be beneficial held that supervision is proved to be of greater significance with planning and development of programmes. Hence, it is suggested that more emphasis should be put on this aspect of supervisory practices, viz., pre-planning.

<sup>That</sup> Both the groups <sup>are</sup> scoring low on Item Nos. 2, 4 and 6 of Tool VI is a matter of serious consideration. As these items relate to Action Research, more weightage to Internal Assessment and Work-experiences, low scores on these items of both the groups would suggest that these important innovations are not given proper attention by supervisors of the secondary schools. Action research being a probe in <sup>to</sup> local problems, which are the felt-problems of teachers, should be considered vital in every school. Similarly, work experiences also being important in broadening the outlook of students and providing them actual life-experiences, need never to be considered of less importance. Internal evaluation which seeks to measure continuous progress of students throughout the year, should also be a 'must' in every school, and enough weightage should

be given to it. Present situation in both the schools of both the districts seems to be very disheartening. To meet with these, following steps are recommended :

1. If possible, every school be linked up with some production activity of organization. Government should also help schools financially, to provide work experiences to their children. More efforts on the part of the management are also recommended to raise the funds from the local community. Parental cooperation <sup>should</sup> ~~is~~ also be a further asset in this respect.
2. Recruitment of trained personnel to introduce the students to the workshop and work-experiences in a motivating manner is also necessary. If the dearth of trained people is perceived, provision should be made to train the existing staff through inservice training.
3. If setting up of workshop is not feasible, at least schools should be linked up with some industry and arrangements should be made so that the students may go there and gather actual work-experiences.
4. As far as Action Research is concerned, this should be incorporated in the B.Ed. degree course, as an integral and necessary part of teacher training.
5. Short term or sandwich courses for conducting Action Research programmes should be conducted at least for supervisors so that they may guide the teachers of their respective

schools in this activity. They may provide necessary guidance to the teachers by way of conducting workshops and seminars at their own local level or even at the district level. Due assistance may be provided in this respect by the staff of the Colleges of Education in the district, or ~~the~~ other colleges, Department of Extension Services and even by the State Education Department through the State Board of Teacher Education and State Institute of Education.

6. With regard to more weightage to internal evaluation, the Education Department should issue a very clear directive to raise the proportion of internal evaluation progressively from 20.0 per cent to higher percentages.

Regarding supervisory activities relating to role playing, simulations and taking assistance of the school librarian in the preparation of pupil assignments, the scores of both the district school groups are very low. (Item Nos. 3.3, 3.4 and 3.13 of Tool IV). Just as work experiences provide actual life experiences with respect to vocational training, role playing and simulations provide actual life experiences with respect to formal education. Hence, they should be given equal importance. Supervisors need to motivate teachers to employ these techniques during the course of teaching. These are relatively inexpensive measures and with some care and follow-up on the part of supervisors, it will be found to be definitely suitable. Supervisors in secondary schools are recommended to pay utmost attention to these aspects. With

regard to the preparation of class and home assignments with the help of the school librarian, it is sad to observe that most of the schools do not have a qualified librarian and a good library too. Where there are librarians, they have never received any training in the preparation of assignments. Looking to these facts, it is easy to understand why schools of advanced district too score low on this item. Steps should be taken to make a good library available in every school and to provide necessary training to the librarians as well as to teachers and supervisors in the technique of preparing assignments.

Supervisors in backward districts are recommended to increase the frequency of supervision. They are also advised to make intensive use of audio visual aids and materials. Supervisors from both the district school groups are recommended to circulate information regarding new research, books, articles, etc., to their teachers by reading them in staff meetings and inviting discussions on them. It is also suggested that the supervisors arrange talks of outside experts which shall throw light on growing research in the field of education.

It is observed that achievement of supervision is low in regard to backward district schools. Authorities need to pay urgent attention to make supervisory practices a success. Failure of supervisors in achieving this goal seems to be due to lack of reading on the part of teachers, resulting in

a lack of initiative and interest on their part. The authoritarian outlook on the part of the supervisors should be replaced by a democratic one with a view to paving a way to the development and release of the creative abilities of the teachers, which also seems to be lacking to a considerable extent in the case of school teachers in the backward area. Supervisors should also see that instructional lessons are well planned and planned regularly. It is also suggested that an emphasis be placed in assimilation and popularization of innovations.

Schools from both the district groups score very low on items of teaching through the method of programmed learning and regular paper reading activity of teachers. Steps recommended to remedy this situation are as under :

(1) Teachers should be provided more time and motivation to pursue their studies continuously to make their participation in discussion, paper readings, etc. possible to a greater extent. They should also be made more free from routine school work so that they can prepare their lessons well. In this, they will be considerably helped if they are led to make use of such techniques and tools as programmed learning to a greater extent. An intensive study is recommended to investigate the causes as to why supervisors in backward schools felt new concepts of supervision to be less practicable in their schools. Their difficulties and obstacles and hindrances should be investigated and removed.

(2) Regarding the possibilities of educational improvements, the score of the advanced district schools, too, is low. The causes for this seem to lie in <sup>the</sup> fact that supervisors are overburdened with their teaching and administrative duties. Their work-load as far as the teaching hours are concerned is definitely less, as compared to an average teacher, but the leisure, thus, gained is utilised in the administrative duties and botherations. Hence, they find little time to think for the improvement programmes. And even <sup>when</sup> they find time to think, they find less time to implement them. It is, therefore, suggested that the supervisors should be given more time to think and plan improvement programmes by lessening their burden otherwise.

(3) It is observed that less number of schools <sup>is</sup> ~~are~~ having organised student unions. They may be due to the lack of providing leadership by the teachers and less consciousness on the part of the pupils. It is suggested that teachers take initiative, guide the pupils and help them in formation of stable and viable groups as well as evolving a leadership pattern. Pupils also should be made conscious of the importance of group behaviour so that they can develop better citizens of a democratic state.

(4) Steps should be taken to promote relative stability of staff. Supervisors need to see that teachers develop involvement with the school. For this, they should be given indiscriminatory treatment by the authorities. Their work should be

appreciated and the management should come out with a more liberal and permissive outlook.

(5) Parents should be made more aware of the school functioning and they should be motivated to take more interest in the school rather than to interfere with the school.

(6) Formation of Parent-Teacher Association should be supplemented by increasing number of meetings in which a dialogue, <sup>the</sup> in true sense of the word, among parents, teachers, supervisors, and headmasters should take place. Supervisors have to bear in mind ~~the~~ the difference between a dialogue and a debate. As far as development of mutual understanding is concerned, debate proves totally worthless and at times even detrimental in a dynamic group situation.

(7) In recent years with the State financ<sup>n</sup>ing of the schools almost completely, inspectors also have not remained very rigid on the observance of the clause governing the number of students in a classroom. As a result, pupil-teacher ratio in a number of schools has increased. This makes the work of the teacher more difficult and challenging. Either with more instaffing, or with strict observance regarding the rule governing the strength of students in a classroom, this ratio should be reasonably decreased. This will lead definitely to more individual attention to the pupils.

It was observed that about 30.0 per cent of the teachers on the whole lack interest and motivation in teaching. About

35.0 per cent show interest, motivation and favourable attitudes towards teaching to a greater extent. The remaining teachers show moderate interest and motivation. Those who are lacking in both, that is, motivation and interest, would find their work more difficult, try to avoid it and at times turn reactionary. To increase their interest and motivation in work, the following remedial steps are suggested :

- (1) They should be given more considerate and indiscriminatory treatment by supervisors, so as to make them feel secured. This will help in increasing their sense of belongingness to the school.
- (2) Most of them might be in need of help from supervisors or senior teachers. This should be provided.
- (3) More reading regarding the subject matter and teaching techniques should be emphasised.
- (4) Teachers should be given a chance to express themselves freely about their difficulties in staff meetings, and they should be provided such information that will help them in broadening their outlook.

Backward schools take more time in the assimilation of educational innovations. The general mass of people failing to perceive the value of innovations are not ready to receive them in a school setting. This might lead the supervisor also to be reluctant in introducing them. He has to wait till the management perceives the value of innovations or till they are enforced by the Education Department. To deal with this and

to make people more aware of the value of innovations, frequent meetings of Parent-Teacher Associations and staff meetings are suggested.

Supervisors in backward district schools score very low on almost all items of educative leadership, viz., knowledge of subject matter, curriculum development, implementation of teaching methods, abilities, special training, renovations, habits, and attitudes. To increase their proficiency regarding the above, supervisors should attend larger number of meetings, discussions, workshops, and seminars. Inservice training, wherever possible, should be made compulsory for supervisors and teachers and refresher courses at certain intervals should be arranged even for experienced supervisors. Reading in the subject matter and developing ~~teach~~ techniques in education should be continued.

These are some of the suggestions the investigator would like to make.

### 5.13 CONCLUSION

The study can be concluded by reviewing briefly which facets of the theoretical perspectives on school supervision set forth in Chapter I hold true for the supervision of high schools of the two districts of Central Gujarat and to what extent are the objectives of the present study presented in Chapter III are achieved.

The comprehensive and upto-date concept of school supervision set forth in Section 1.2 cannot be said to have found a place in the high schools of Central Gujarat. The same is likely to be true of other regions of Gujarat also. Supervision, as it operates in the secondary schools of Gujarat, cannot be described as a planned effort to stimulate, coordinate and guide the continued growth of the teachers in the school either individually or collectively. The idea of improving instruction is dominant in school supervision, but there is not <sup>^</sup>firm commitment to implement the idea. Over and above this, supervision is not yet done in free and open climate, with fair means and honest intention and the attitude still smells foul of domination or authoritarianism. The d@mo-cra-tic concept of school supervision on which so much has been written and said in the West has yet to acquire a pure and unmixed image in Gujarat schools.

The objective<sup>s</sup> of school supervision are to bring about improvement of the total teaching-learning process. Supervision has been able to achieve this partially even in the advanced schools; in the average schools, it has made some improvement in the teaching process, but in the majority of schools, this objective of improving the total teaching and learning process is hardly achieved. In most of the schools it cannot be said that each teacher and each child has an opportunity to grow through the exercise of his talents and abilities under expert professional encouragement and guidance of supervisors. Very

little is being done in the high schools of Central Gujarat to inculcate among teachers democratic habits and methods of work in school, build up among them a climate of cooperativeness, identity and release their latent talent and encourage among them initiative, self-reliance, self-expression and originality. Supervision hardly attempts any evaluation of school's objectives, prescribed syllabus and textbooks and the resource and reference materials and aids it uses.

Even in the matter of the adoption of the basic principles of supervision, schools in Central Gujarat fall to a large extent. The personality and individuality of teachers are respected only in some good schools - a number of schools are hardly aware of the need to respect the personality and individuality of the teachers in the context of improving the total teaching-learning process in the school. Hardly enough care is taken and efforts are made to develop in teachers a democratic conscience which recognises ~~a~~ important obligations as well as rights. Supervision has hardly attempted, and little succeeded where authority attempted, to substitute leadership for authority - the authority of the situation and of facts within the situation. This being the case, supervision in most of Gujarat's schools, has hardly succeeded in releasing <sup>the</sup> potential of teachers. Teachers, supervisors and principals have been hardly led to do self-evaluation of what they think, plan and do in schools. Personalised supervision seems to be a matter for future efforts.

It also becomes apparent from the study that much ~~still~~<sup>still</sup> is to be done <sup>^</sup> in putting organizational structure and setting of the school so that they can have a major and pervasive influence on school quality. Supervision should be made a function of organization. The effectiveness of supervision is increased when the organizational structure includes a change to accommodate experimentation and innovation. In Gujarat schools, efforts must be directed towards this end.

The supervisory activities adopted in Gujarat's schools are limited both in number and scope. Besides class visitation, checking up teachers' correction work, demonstration lessons, participation in some inservice teacher education programmes, more supervisory activities should be attempted. Activities like institutional planning, frequent teacher-supervisor conferences, group meetings of teachers, staff seminars, workshops, <sup>etc. should be undertaken,</sup> Cooperative evaluation of the effectiveness of teachers and supervisors, better practice of human relationship, better use of leadership, constant efforts to improve staff morale, liberalising the organizational climate of schools should find place in most of the secondary schools.

Not enough attention is paid in Gujarat as well as in other parts of India to recruit and train school supervisors. This is of crucial importance to raise the quality of school supervision. The supervisor holds the key to the success and effectiveness of supervision work in schools. In Gujarat, the supervisor is a middle aged person. Only 12 per cent of

supervisors have post-graduate degrees. They do not have more than 6 years of experience. They are appointed as supervisors mostly on the basis of their seniority on the school staff. Such a situation is not quite conducive to making supervision effective. What is, therefore, needed is to raise the required educational qualifications of a supervisor to possession of a post-graduate degree in school subject. Special provision of training should be made for supervisors. A supervisor should not only be a Master degree holder, trained teacher, but he should also have specialised training in supervision ideology, and skills in programming as well as in the supervision work. He should at least have a five year teaching experience. He should be frequently exposed to inservice teacher education programmes so that he remains well informed and well oriented in newer ideas and practices in instruction.

Supervision in Gujarat's school has not succeeded to a large extent in releasing human potential. Supervision, similarly, has not been able to contribute much to the improvement of staff morale. Though sufficient evidence has not been collected on teacher morale, in the present investigation, Patel's findings are available at least on Panchmahals' schools. Around 45.0 per cent of teachers fall within 'high average' range of morale while 42.0 per cent of teachers fall within the 'average' range of morale. Supervisory efforts should be so directed that a teacher is able to feel that he belongs to the group with which he works in the school, he has adequate

social need satisfaction, chat freely with his colleagues in informal and formal situations and feels that his supervisor is his comrade rather than a 'boss'. The supervisor should try to build up an atmosphere of affection, sympathy, fellow feeling and consideration in the school, among the staff.

Such <sup>a</sup> climate should be created by school leadership so that the school principal, school supervisor and teachers are drawn to one another by the magnetism of love, consideration, respect and fellow-feeling. Recognition and appreciation of teachers' merit should be the order of the day in every school. Opportunity and permissive climate should be built up in schools by leadership and supervisors so that staff morale in schools can go high. A sense of security should also result among the staff. In all these factors affecting staff morale, precious much has to be done in many schools of Gujarat.

A little more than half the schools tend towards the close categories of climate. Here also the supervisor can do a lot. He should cut down the tendency on the part of teachers to be away and aloof from what is going on in the school. He should see that teachers do not entertain constantly a feeling that they are unnecessarily burdened with routine duties which hinder them from discharging their academic duties fully and effectively. Teachers should have ample opportunities to enjoy friendly social relations with one another. The supervisor <sup>should</sup> guard against his own behaviour becoming formal and impersonal. He should not give over importance to rules

and policies at the cost of human relation and staff morale. A too much close supervision and emphasis on production are not conducive to the development of open organizational climate in a school. A supervisor should not be highly directive and should not go on putting pressure on teachers to work unduly hard towards achieving high results for the school. He should also be careful not to attempt to push everybody in the school to greater and harder work. No high results are achieved by trying to move organization at an unduly faster rate. Teachers are to be treated humanly, and a supervisor should not grudge to do little extra for his teachers in human terms.

Conditions in Gujarat schools which make effective supervision difficult are : (1) the school management being private and with inadequate financial means; (2) dominating powerful school managing committee; (3) Departmental rules determining the class-teacher ratio; (4) close type of school's organizational climate; (5) authoritarian school leadership; (6) Supervisors being not trained in supervisory ideology and techniques; (7) sociological, economic, and political pressures; (8) over-domination of the S.S.C. Examination and hyper sensitiveness of schools to obtain~~ing~~ high S.S.C. Examination results; (9) lack of infra-evaluation of the supervision work being done in schools; and (10) weak impact of the District School Inspectorate on secondary schools in Central Gujarat - in fact in Gujarat in general.

Thus, on the whole, the effectiveness of supervision in secondary schools is on a low key. This does not mean that the secondary schools in the two Districts in Gujarat have poor quality - in some, the quality is undoubtedly high in urban areas, but many other factors, and not necessarily their supervisory services, can get credit for this high performance. Comparatively, schools in advanced districts have more effective school supervisory programmes than the schools in backward districts.

In the end, it may be asserted that the objectives of the present research are achieved. The study has been able to present a fairly good picture of the academic scene in the secondary schools of the Kheda and Panchmahals Districts (Objectives 1). The prevailing ideology about supervision has been identified in schools and the extent of acceptability of the new ideology of supervision by school teachers has also been determined (Objective 2). The study has yielded definite data on the kinds of supervisory services provided by the high schools of the two districts under study and the views of their teachers regarding their adequacy and effectiveness have also been ascertained (Objective 3). The study has probed into such factors as organizational climate, leadership, favourable conditions, obstacles, etc., which help or hinder the effectiveness of school supervision in the two Districts (Objective 4). The other three objectives which deal with the evaluation of the impact of organizational climate, on

effectiveness of school supervision (Objective 5), evaluation of the effectiveness of school supervision in terms of benefits derived by teachers, achievements of the schools and diffusion of educational innovations and change has been achieved to a great extent (Objective 6), and the entire gamut of the supervisory services in Kheda and Panchmahals Districts has been critically examined and compared (Objective 7).

Thus, the investigator has strived his best to maintain the ~~key~~ <sup>to objectives and</sup> relevant <sup>^</sup> achieve the different dimensions of his research design set forth in Chapter III.

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