CHAPTER I

It is such a long and burdensome task to
convert a school system based primarily on
memorization into one involving understanding,
active thinking creativity and what has come to
be called problem-solving. Each step is not a
step but a leap into the unknown and the average
teacher needs skilled and detailed help, and what
may seem to be a contradiction in terms of sympathetic
goading if he is to make it at all. This is
precisely the problem that we have to face and
solve during the next ten to twenty years.

- Report of the Kothari
  Education Commission
  (1964-1966)

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INTRODUCTION :   THEORETICAL PERSPECTIVES
ON INSTRUCTIONAL
SUPERVISION
(A THEORETICAL REFERENCE FRAME FOR THE
PRESENT INVESTIGATION)

1.1   INTRODUCTION

The primary concern in the present investigation is to
make a survey of the current status of supervisory practices
in the secondary schools of two districts of Central Gujarat,
one advanced and the other backward. The focus is on the
identification of dimensions and direction of improvement of
school supervision. It is assumed that effective supervision
holds a key to the improvement of school standards. It is
to the end of diagnosis and improvement of school supervision
the present research exercise is geared.

When it is intended to probe into the current supervisory
practices of secondary schools, evaluate them and re-mould
them so that better instruction results in schools, it is
necessary to build up a theoretic structure to determine what
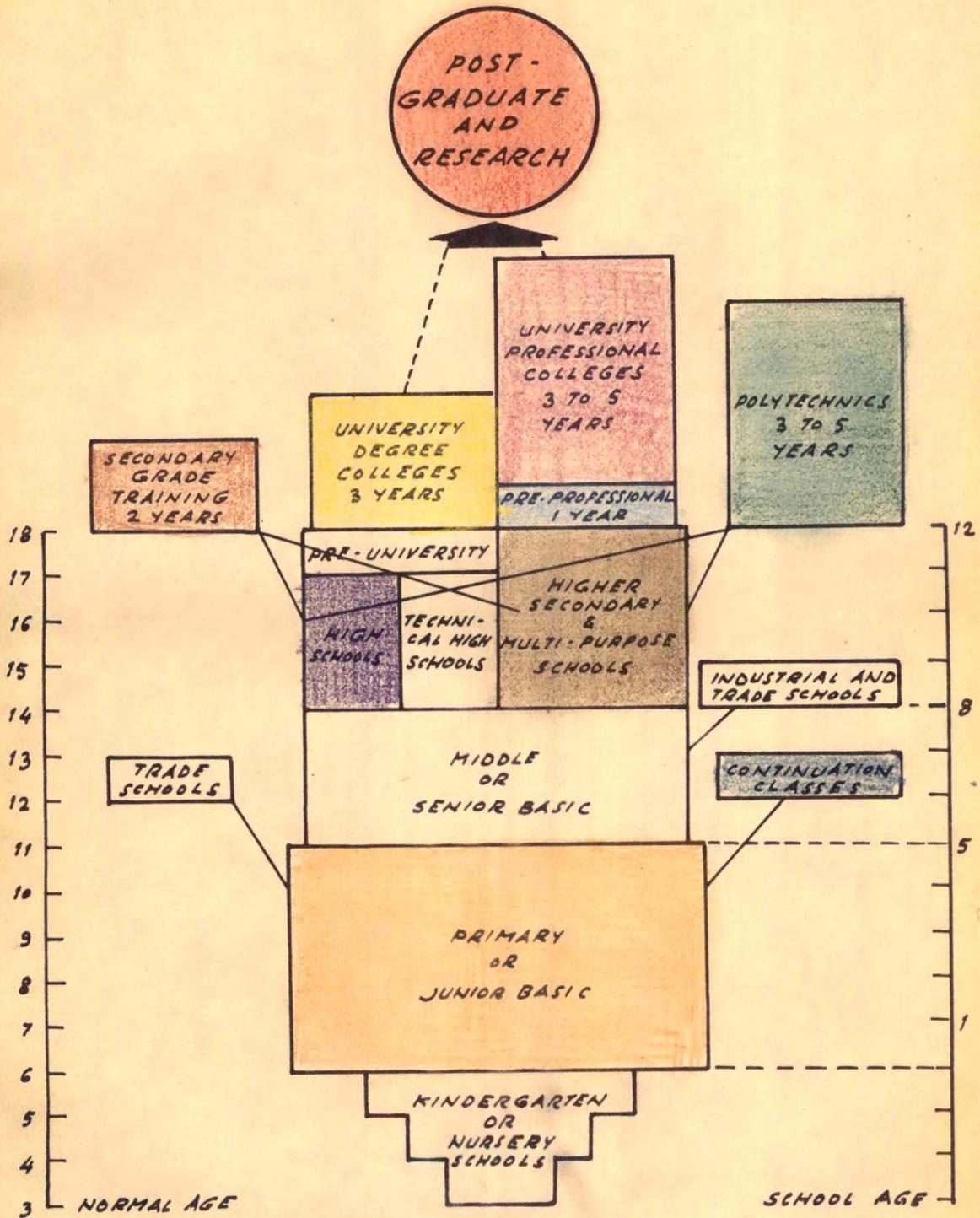
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1973

POST - GRADUATE AND RESEARCH

UNIVERSITY PROFESSIONAL COLLEGES 3 TO 5 YEARS

POLYTECHNICS 3 TO 5 YEARS

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HIGH SCHOOLS

TECHNICAL HIGH SCHOOLS

HIGHER SECONDARY & MULTI-PURPOSE SCHOOLS

INDUSTRIAL AND TRADE SCHOOLS

TRADE SCHOOLS

MIDDLE OR SENIOR BASIC

CONTINUATION CLASSES

PRIMARY OR JUNIOR BASIC

KINDERGARTEN OR NURSERY SCHOOLS

NORMAL AGE

SCHOOL AGE

18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3

12 8 5 1

CHART- 1

MAP OF GUJARAT

RANN OF KUTCH

BANASKANTHA

MEHSANA

SABAR KANTHA

KUTCH

SURENDRA -NAGAR

KHEDA

PANCHMAHALS

JAMNAGAR

RAJKOT

AHMEDABAD

BARODA

BHAVNAGAR

AMRELI

BROACH

JUNAGADH

SURAT

DIV

DANGS

VALSAD

CHART - 2

4

are weak and strong supervisory practices in secondary schools. An exercise in theorising on school supervision becomes helpful because a reference frame can be built up on its basis which can provide a pointer to judge whether the findings of an investigation in the sphere of school supervision are an indicator of whether it (supervision) is weak or effective. The justification of devoting this first introductory chapter on building up theoretical perspectives on school supervision lies in this angle.

Further, researchers in some of the American Universities like the University of Chicago have been emphasising on the need of building up a theoretical model as the base of the structured research. Professor Benjamin S. Bloom, a pioneer in the movement of educational evaluation, has particularly advocated such an approach in doctoral research work.[1]

The present introductory chapter is conceived and designed against this background.

The theoretical perspectives will be mainly on school supervision. But they will also include some brief discussion on organizational climate, leadership and staff morale in reference to the secondary school as these three dimensions influence significantly the nature and quality of school supervision.

The plan of the present chapter will be as under :
- The old and new concept of school supervision.
- Objectives of school supervision in a democratic set up.

- Principles governing democratic supervision.
- Organizational structure and setting of school.
- Supervisory activities in high schools.
- The school supervisors : personal and professional qualifications and leadership qualities.
- The role and functions of educational supervisors.
- Conditions which make effective supervision difficult in secondary schools of Gujarat.
- Evaluation of effectiveness of supervision.

An attempt will be made to discuss these facets of educational supervision with reference to secondary schools in their current setting in Gujarat in subsequent sections. In the discussion, references will also be made to some current literature in the field.

1.2 THE CONCEPT OF SCHOOL SUPERVISION

The term 'supervision' is being increasingly used today in almost all formal organizations, in public administration, social work, industry, trade and commerce, professional service fields and in education. The term is generally used to mean 'to oversee, to superintend, or to guide and to stimulate the

activities of others with a view to their improvement.[2]" It does not imply that one who supervises has a 'superior vision' in the field. But it connotes that the supervisor is in a position to have an over-view of the on-going process and practices, he has enough expertise, to be kable to diagnose, identify weaknesses and strengths, and suggest remedial measures to improve the current or existing situation. A significant development in conceptualisation of 'supervision' is that it is regarded as a service activity.[3] The theoretical assumption in supervision is that it exists to produce change with a view to effecting improvement. A person changes his behaviour as he changes his perception of himself, his role or the situation and as he develops insight, accurate and enriched knowledge as well as skills to change his behaviour.

In the change process, a person is further helped if he is made to feel worthy, confident of himself and also that he is wanted and is an important person and his efforts or merits are recognised. Open and motivating organizational climate and a high morale tone in the organization in which a person works makes him more amenable to change, stimulates him better to seek wider range of facts and significant work-experiences.

Burton and Brueckner emphasise the aspect of 'social process' in supervision and regard 'supervision' as "evaluation and improvement of the factors affecting learning.[4]"

A clear concept of educational or school supervision emerges from the following excerpt, which for the purpose of having a meaningful definition of school supervision from three excerpts in the field, is quoted at length.

> "The modern concept of supervision grows out of the present belief concerning the nature of instruction, the need for continued growth of the teacher in knowledge and ability to instruct, and the belief that the development of a sound instructional programme is attained through cooperative effort. In these terms, supervision of instruction may be defined as the effort to stimulate, coordinate and guide the continued growth of the teachers in a school, both individually and collectively, in better understanding and more effective performance of all the functions of instruction so that they may be better able to stimulate and guide the continued growth of every pupil toward the richest and most intelligent participation in modern democratic society."[5]

According to this definition, the major purposes of school supervision are : (a) to ensure continued professional growth of school teachers both individually and collectively, (b) to develop a better education for youth, (c) to improve the standards or quality of school instruction, and (d) to expose both students and teachers to co-operative efforts in democratic open school climate so that they learn and imbibe democratic values and way of work. Supervision constitutes an attempt on the part of school administrators to bring about continuing improvement in the school instructional programme.

But this is recent thinking on the concept of school supervision. The new concept has drawn its nourishment and sustenance from the growing trend towards democratisation in

values and convert practices in education. In the past,
things were different, because the then existing situation
was more bureaucratic and authoritarian. The concept of
school supervision was also of the same nature.

During the British rule of India, school administration
was authoritarian. There was tacit conviction among the
administrators that teachers had to be controlled and they
should be closely watched. There was very little climate for
internal autonomy for schools in general and for the teachers
in particular. Even academic freedom was denied to them. The
school curriculum, methods of teaching, the evaluation
procedures and the over-all organizational climate in schools
were controlled by Government Department of Education on the
one hand and by the headmaster of the school, and even by the
school Management on the other. Supervision was regarded as
an inseparable function of the school headmaster. It was
enjoined upon him that he watches closely and carefully the
members of his school staff in the classroom, in the teachers'
common room, on the play-ground and in outside school visitations.
He was expected to maintain a regular diary of his supervisory
work and maintain a detailed log-book of his visitations to
classroom and observations of teachers' instructional work in
the classroom. He was also expected to pay surprise visits to
classroom when his teachers were engaged in the instructional
work and evaluate their basic knowledge of the subject matter
and their methods of instruction and skills in teaching. Thus,

in the past, the concept of school supervision was rigid,
authoritarian, bureaucratic and status-oriented. A school
headmaster, by the virtue of his position and status, assumed
automatically to possess all knowledge, all skills and all
competence to be able to observe, assess and guide the teaching
work of any teacher, of any subject. The headmaster was
supposed to be omnipotent, omniscent and a custodian of all
worthwhile knowledge about psychology of adolescent, psychology
of learning, methods, tools and materials of instruction,
effective communication and of the evaluation processes. In
the past, thus, supervision was "a directing and a judging
activity....... The writing in the field of supervision
recommended directing and telling and checking up to see
whether or not people had done as they were directed." It is
easy to see some reasons in this connotation of supervision
and this kind of emphasis on supervision. One reason was
that the Government in India was alien and it wanted to be careful
about schools, especially high schools, which can be a hot-bed
of anti-government revolutionary activities. Secondly, the
prevailing educational organizational climate was closed and
controlled. Thirdly, there was a strong tradition of authori-
tanism, control and directing. Fourthly, all administrators,
whether in school or in Government Education Department, were
bureaucratic who relished in rigidity, regimentation, stiffness
and social and administrative distance. Lastly, most of the
school teachers were not trained. This being the prevailing
ideology in school, it was no wonder that the old concept of

supervision was rigid and control-oriented and operated in a situation which indicated that teachers are to be <u>directed</u> as desired by the Government Education Department, school management and school administrators. This bureaucratic and controlling concept has begun to change in the post-independence era. It has not completely changed so as to be democratic, stimulating and creative. But the process has started, and one hopes that with researches in educational supervision, better training of supervisors and a more democratic climate generated in the school system, the new concept in supervision will find a root in the schools in Gujarat as well as in other parts of the country.

1.3 OBJECTIVES OF SCHOOL SUPERVISION

In the previous section, while discussing the concept of school supervision, some focal points as regards the objectives of school supervision had emerged and they were dealt with in the context of the clarification of the meaning of the term. The objectives of school supervision can more pointedly be shown as under :

- "To bring about improvement of the total teaching-learning process; the total setting for learning rather than the narrow and limited aim of improving teachers in service."[6]
- "To provide an opportunity for each teacher and each child in a school system to grow through the exercise of his talents and abilities under expert professional encouragement and guidance."[7]

- To help teachers to achieve their professional inservice growth.

- To inculcate among teachers democratic habits and methods of work in school, build up among them a climate of co-operativeness, identify and let loose their latent talent and encourage among them initiative, originality, self-reliance and self-expression.

Thus, the major focus in school supervision is on the improvement of the teaching-learning situation in individual schools. Supervision continuously evaluates the instructional objectives, syllabus, textbooks, techniques of teaching, instructional resource materials and aids, the ways in which students learn, the evaluation tools and procedures and tries to meet , in as satisfying manner as possible, the needs of the modern youths in a democratic setting through a democratic and creative approach.

As stated earlier, school supervision is basically a service activity on the part of school leadership. The objectives of school supervision listed earlier have potentiality to bring about the following desired outcomes in the school situation. Improvement-oriented change results in the instructional programme of the school. Teachers have participation in the decision-making process concerning the improvement of instruction. Teachers are encouraged experimentation. Continuous evaluation of the process as well as the outcomes of supervision itself, apart from the instructional programme,

go on as an on-going in-built process. A climate is created
in the school in which teachers held each other, feel free to
run to one another for help, plan together, and work together
on a co-operative basis. In such a situation, supervision
becomes democratic and creative, and further it does not get
limited to the instructional leadership of either the school
or the school supervisor but to teams or groups of teachers.
Good communication, good human relationship and good staff
morale are both the means and ends of such effective supervision.

1.4 PRINCIPLES GOVERNING DEMOCRATIC SUPERVISION

India has accepted democratic form of government. The
ideals of democracy are being held high, though they have not
been integrated in ways of life of the people. The earlier
traditions of authoritarianism continues to some extent even
in the administration of educational institutions, because the
process and tool of education have not been sufficiently made
use of in the country in the learning process and other aspects
of school life. But, authoritarian type of school supervision
is not likely to yield dividend and innovate school instruction.
The implication of the new concept of supervision set forth
in the previous section is that teachers would not be motivated
to put forth their best to make their instruction effective,
unless a democratic approach is adopted in school supervision.
In the democratic approach, the teacher's individuality is
recognised and respected; he is conceded academic autonomy;

he is encouraged experimentation; as Kimball Wiles puts it :
"his human potential is released"; open organizational climate
in the school and high teacher morale are ensured and
satisfying human relationships, communication channel and
involvement of teachers in instructional decision-making are
provided.

Keeping such a democratic approach to school supervision
in mind, it would be possible to formulate some principles
governing democratic supervision. A number of experts in
supervision has done these exercises. Some major principles
of democratic supervision are listed below. Burton and
Brueckner[8] have suggested the following principles :

(1)　Supervision should _ordinarily_ be concerned with improving
the setting for learning in school in particular;

(2)　In supervisory process, the personality and individuality
of teachers should be respected and they should be provided with
opportunities for the best expression of their unique
personality;

(3)　The basis of supervisory activities should be the faith
that teachers are capable of growth. "It will accept
idiosyncrasies, reluctance to co-operate and antagonism
as human characteristics, just as it accepts reasonableness,
co-operation, and energetic activity. The former are
challenges; the latter assets."[9]

(4)　Supervision should endeavour to develop in teachers a
democratic conscience which recognises important obligations
as well as rights.

(5) Supervision should provide full opportunity for the
co-operative formulation of policies and plans, create
a climate to encourage free expression among teachers and
utilise fruitfully the contributions from all the members
of the staff in the improvement of teaching-learning
setting and process in the school;

(6) Supervision should stimulate in all teachers of the school
personal qualities of initiative, self-reliance, and
individual responsibility on the part of all persons in
the discharge of their curricular and co-curricular
duties and assignments;

(7) "Supervision will substitute leadership for authority.
Authority will be recognized as the authority of the
situation and of the facts within the situation. Personal
authority, if necessary, will be derived from group
planning."[10]

(8) Supervision should be carried on through functional
grouping of the staff co-operatively determined, with
flexible regrouping as necessary. Outside experts or
specialists should be invited to assist or guide when
advisable.

Kimball Wiles[11] has added some additional principles, viz,
supervision should endeavour and succeed in releasing potential
of teachers; it should be an exercise of leadership, individual
or group; it should result in the improvement of communication
process within the school utilising a variety of media of

communication; it should have as its two major goals curriculum development and improvement of instruction.

Burton has emphasised the principle of co-operativeness. He has observed : "The democratic concept of supervision has inherent in it the ideal of cooperation for teachers and supervisors to work together upon the solution of problems of instruction."[12]

Boardman, Douglass and Bent[13] have put forward another principle of utilisation of scientific method in supervision.

The Eighth Year Book of the National Education Association entitled "The Superintendent Surveys Supervision" lays down another principle, namely, supervision should be creative.[14]

Elsbree and McNally[15] have emphasised the principle of self-evaluation by teacher, supervisor and principal and co-operative evaluation of their functioning for the purpose of improving the total teaching-learning situation.

Desai[16] has emphasised as a good principle of democratic supervision teachers' involvement in decision-making pertaining to improvement of instruction. He has argued that involvement of teachers in the instructional decision-making creates identification of teachers with the needs and problems of school, motivates them to make greater and better efforts in the class-room, creates a climate for instructional planning - the sessional planning for classroom teaching and evaluation.

Lousie Berman and Mary Usery have come out with a new emphasis on personalized supervision.

"By personalizing is meant the meeting of another at a level and through a means which is central to the concerns, interests, ideas and modes of thinking and feeling of the other. Personalizing is responding at the level of personality where a strategic impact can be made. At times the meeting of teacher and supervisor may go beyond the traditional "helping" of the teacher to an interactive situation in which both supervisor and teacher are enhanced by the confrontation. As a result of such interaction, the supervisor, as well as the teacher, views himself in new ways."[17]

Such are broadly the principles of democratic supervision in schools. Their focal points are : recognition and respect for the personality and individuality of teachers, releasing their potential, maintenance of their morale at high level, recognition of academic autonomy and freedom for them, involving them in the decision-making process relating to the improvement of school standards, large scale exposure of them to group planning, group work, emphasis on co-operativeness among teachers, assignment of leadership to merit and expertise rather than to the position and status, recognition of group leadership, self-evaluation of all these involved in the supervisory process and programme and the use of the strategy of personalized supervision.

Against this background of concept, objectives and principles of supervision, an attempt will now be made to describe the organizational setting and administrative relationships in the set-up in which different supervisory activities or programmes can be undertaken in secondary schools of Gujarat.

1.5 ORGANIZATIONAL STRUCTURE AND SETTING OF SCHOOL

Organizations have a major and pervasive influence on the lives of persons who live or operate within an organization. The operative influence of an organization becomes all the more significant as individuals functioning within it are as complex as the woven web of the organization. It assumes its significance particularly as a social unit. An organization has an infra-structure which is built and sometimes is being rebuilt so as to attain to a greater degree of success or effectiveness, the set goals of an organization.

A school is also an organization. Its infra-structure consists of school management or school committee at the apex and the school personnel functioning under its direction and control. The school staff is headed by the school headmaster or school principal who has status and leadership. In a large school having more than ten classes, there is one or two school supervisors (one supervisor if the classes are ten and do not exceed fifteen or more and two supervisors if classes are more than fifteen). The school supervisor is a senior

teacher and he is also a trained one. In the hierarchy of the
school, he comes next to the school principal. Below the cadre
of the school supervisor are the members of the academic staff.
The effective functioning of this organizational structure
depends upon the quality of leadership of the school committee
Chairman and/or Secretary, educational sensitivity and the
depth of the interest of the school committee members, academic
competence, the leadership skills, the qualities of human
relationship, the effectiveness of communication, democratic
values and attitudes and personality make-up of the leadership
constituted by the school headmaster and school supervisor.
To what extent the educational programme of a school is
facilitated by the infra-organizational structure of the school
depends upon how well the leadership is equipped, motivated and
committed towards the advancement of the school as an organiza-
tion educationally in general and towards its achievement of
better and effective instruction. _In particular,_ If an organization in a
school has a fixed and rigid attitude to school goals,
programmes, results at the S.S.C. Examinations, and an attitude
to prepare a tailor-cut annual budget with an eye on the
revenues from government annual grants to the school, this
affects the school's programme as well as its earnestness and
concern for the success or effectiveness of its supervisory
services. The school infra-organization should not be a fixed
static structure, but it should be flexible and dynamic.
Etzioni[18] has stressed that school organization should be a
direct outgrowth of the educational goals, and it should derive

its shape from the goals. He says, "Organization should not determine activities; it should be determined by the activities". A school should first determine its goals, formulate its philosophy and build up its values, and then build up its infra-organizational structure in such a way that these expected outcomes are actually realised in its programmes.

In a good organizational structure, there should be provision for effective guidance, coordination, systematic planning, continuous evaluation and feedback. These ingredients or inputs are necessary besides ensuring the compactness, integration and flexibility. Co-operativeness, team spirit, group work, freedom of expression and communication and social needs satisfaction are the other variables which should be introduced in the school organizational structure. The leadership in the school as well as teachers should have a clear perception of the role they each have to play.

It will be well for a school principal to bear in mind the following observations of Owen[19] which have important implications for building up an effective programme of school supervision in his institution.

> "In the final analysis, in order to get the
> organization's work done, the people in
> various roles must meet face to face and
> interact: they must communicate, make
> decisions, plan and so forth. Thus, in the
> school, a teacher is much more than the job
> description would indicate. He is a person
> and he seeks friendship groups; and group
> affiliation with people in addition to his
> professional affiliation within the formal
> organization. To a large extent, too, the

> school's informal organizations will be
> work-oriented; teachers of the same grade
> level, or in the same department, or those
> whose work places are close together tend to
> belong to the same primary groups."

A school's formal organization has to be sensitive to

this informal organization of teachers and the school leadership

as reflected in the school principal and school supervisor

should seek to build up a more favourable climate for better

school work reaping best possible fruits from its teacher's

informal associations, relationships, affiliations, etc.

Lannaccone[20] has shown how teachers in informal primary groups

are linked together and how this linkage can be used to drient

them better to better work in school.

Kimball Wiles[21] lists the following inferred hypotheses

in his exposition of the theory of supervision :

- Supervision is a function of the organization.
- Many people contribute to the function of improvement -
  some have an official responsibility for contribution
  to improved instruction, and others contribute by their
  actions.
- Supervision operates in an organizational structure.
- The effectiveness of supervision is increased when :-
  (a) the organizational structure includes a change
      inducing agent and is flexible enough to accommodate
      experimentation and innovation;
  (b) the norms permit innovation, experimentation,
      acceptance of diversity, and change;

(c) communication channels are opened horizontally as
well as vertically, upward as well as downward,
and for formulating and evaluating as well as
implementing and rating.

- The persons officially responsible for formulation of
improvement of instruction have the task of creating
appropriate organizational climate with accent on
staff morale.

- Other school personnel - school committee Secretary,
clerical staff, librarian, and class IV staff - affect
improvement of instruction by their attitude, method of
openness, interaction pattern and decisions.

Thus, the infra-organizational structure and operational
climate, attitudes, habits, values, communication and
continuation in evaluation and feedback are very vital inputs
for utilizing supervision for improvement of teaching-learning
settings and processes in school.

In the next section, an attempt will be made to describe
and discuss briefly the supervisory services or activities
that a school organization can provide to its Staff for
instructional enrichment and effectiveness.

1.6 SUPERVISORY ACTIVITIES IN HIGH SCHOOLS

The school organizational infra-structure provides a machinery for supervision which could result in the improvement of teaching-learning situation in it. The next step is to have a programme of supervisory activities or practices. The effectiveness of instruction would be the outcome of a programme neatly developed and effectively put into action. "A planned programme tends to give definiteness and direction to the efforts and activities of all-concerned, the principal, other supervisors, and the teaching staff. It forms a basis for the improvement of instruction which is founded upon the provision of specific means and methods for meeting these needs. In fact, the same reasons which impel planning in any other activity apply with equal force to the planning of a programme for improving instruction."[22] Some of the supervisory activities which are necessary for a school intending to improve its instructional programme are as under :

(1) Fact-finding regarding the existing teaching-learning situation.

(2) Planning a programme for instructional improvement.

(3) Classroom Visitation.

(4) The Teacher-Supervisor Conference.

(5) Group Conferences, Staff Seminars, Workshops and Staff Meetings, as means of cooperative improvement of teachers.

(6) Co-operative evaluation of the effectiveness. of teachers.

class
(7) Demonstration teaching and inter-visitation.
                                              ∧
(8) Planning Units of instruction.

(9) Evaluation of the effectiveness of the supervisory

     services.

(1) Fact Finding

In order to build up an effective programme of supervision,
it is necessary to survey and evaluate the existing situation
in the school in regard to the work of teaching and learning.
This would necessitate the collection of all available or
procurable factual facts or data. The evidences available
in a school as regards the nature, adequacy and effectiveness
of the teaching-learning situation going on in the school
constitute the base on which a sound programme of instructional
improvement can be built up. A survey of the school, the
adolescent boys and girls joining its various classes, its
activities, procedures and products would form the first
requisite step to be taken to build up an effective programme
of supervision in the school. This fact finding should be a
kind of a study by the self-survey method. It should be planned
and undertaken by the school principal with the help of the
school supervisor if there be any. It should have the
cooperative efforts of the staff of teachers. They should be
involved in determining those aspects of the school which are
the strongest and those which are less satisfactory. The
Department of Extension Services of the College of Education

in the district or in the area could provide help in planning
and implementing such a fact-finding preliminary self-survey
and evolving evaluative criteria to judge the strength and
weakness of the on-going instructional programme in the school.
A point that nees to be stressed here is that the evaluation
of a school's current instructional programme and planning
for improvement should be the concern of the sentire school
faculty which should be fully involved and whose cooperative
efforts should be secured.

(2) Planning

The fact-finding operation discussed in the previous
sub-section should yield precious data to build up a programme
of instructional improvement through supervisory services. A
systematic planning of academic improvement work is vital
because planning tends to give definiteness and direction to
the efforts and activities of all concerned - the principal,
the supervisor, the senior teachers, and the junior teachers.
It guards against supervision (in the larger sense of improve-
ment programme) becoming occasional or sporadic activity. It
has been often reported in Seminars on "Supervision", in which
this investigator and his colleagues had an opportunity to
participate, that because of lack of continuity in planning,
the impulse of the principal and supervisors to effect improvement
becomes an occasional outburst - supervision takes place at
intervals, done in a formal or mechanical fashion. Planning

should be regarded as the heart of supervisory activities.
It should be a continuous process, subject to change and adjust-
ment and it should be, like education itself, a dynamic process.
As stated earlier, in such a planning the entire staff of the
school should have full involvement and participation. It
should be cooperative planning. Boardman, Douglass and Bent[23]
have shown that cooperative planning of a programme for improve-
ment in a school tends to insure collective effort by the staff
to carry the programme to a successful conclusion. Weber has
shown that the values of teacher participation in planning are
so great that the trend in school systems and in large, planned
preparation of high schools is to adopt it as the basic practice
in developing a programme for improvement.

The principal of a school has an important role to play
in planning. Boardman has pointed out that helping the staff
to organise for cooperative planning is one important service
which a principal can perform. Teacher participation does not
actually lessen a principal's work. Rather, it brings to him
"new and challenging responsibilities". This fact is stressed
in the growing literature on educational supervision. Boardman,
Douglass and Bent[24] have outlined the following steps for
planning a programme for instructional improvement of a school :

(1) An evaluation of the educational programme of the
school in terms of the educational objectives of
the school and its success in meeting the needs
of youth.

(2)   The selection of those aspects of the current
      educational programme upon which efforts to improve
      may be centred most profitably.

(3)   The selection of the methods and procedures for
      attacking the areas to be improved which offer the
      greatest promise that improvement may be made
      easily and profitably.

(4)   Providing for coordination of the activities of all
      engaged in the programme of improvement so that
      conflicts may be avoided and the efforts of all be
      directed towards attaining improvement.

(5)   Providing for an evaluation of the programme so that
      it may be improved as it progresses till the final
      outcomes are ascertained.

These steps should guide the planning of supervision work
in a school or a group of schools for instructional improvement.

(3) Classroom Visitation for
    Observation of Instruction

This is a common supervisory practice of school principals.
It has been widely prevalent since the British days when it
was considered a vital function and obligation of school head-
masters. Mr. A.C. Millar in Macnee's one time famous book
entitled "Instruction in Indian Secondary Schools (1931)" has
described this supervisory practice in Indian schools in the
following words:- The observations were penned in 1931.

"The headmaster has to see that his assistants
are working at a sufficiently rapid pace
to get through the full amount prescribed
by the end of the year, to see that teaching
is practical, that facts are presented
vividly to the pupils, that incorrect
answers are not allowed to pass, that all
the boys are questioned and not only the
three top boys in the front row, that the
teaching is sufficiently loud to admit of
the boys at the back of the room hearing
quite distinctly...... and other matters
of a similar nature. It is a good plan
for the headmaster to keep a book and
enter in the suggestions have been carried out."[25]

In Gujarat, also, classroom observation of teachers'
instructional work - what and how they teach - has been one of
the widely used techniques by school headmasters in supervision
work. It is assumed that the headmaster possesses all necessary
knowledge, insight, wisdom and vision to observe and judge the
teaching of different subjects, in actual classroom situation,
and that he possesses ability to suggest the nature of improvement
in the content as well as methods of teaching done by them.
This competence is claimed on the part of school headmasters
on the basis of their status, rank on the staff, qualifications,
experience and leadership position. "It (classroom visitation)
is an instrument by which the proper principal who possesses
wisdom and vision may be of great assistance in improving
instruction. In the hands of an incompetent principal, it
becomes an instrument of automatic domination which will
frustrate the best efforts of competent teachers and even
drive them from the profession." [26]

Classroom visitation has a tendency to drift in the
direction of becoming 'inspectional' in nature and purpose.
It demonstrates to the teachers as well as to the pupils that
a headmaster is a superior person. Headmasters have welcomed
it because it fits with their idea of their position and rank
in the school, and further it is much easier to visit classes
and arrive at conclusion regarding the strength and weakness
of a teacher's instructional process, tools and methods than
to subject his teaching exercise to a critical analysis,
identify the strengths and weaknesses in depth on objective
criteria and furnish educational leadership by sitting with the
teacher or teachers around a table to plan out a detailed
programme of better instruction, better evaluation and better
guidance to them. Often the classroom visitations result in
writing of observations in a log book which a teacher, whose
class has been visited, is required to sign as a tacit indication
that he will follow and implement these observations and
suggestions written in the log book. A better practice would
be to provide for class visitation accompanied by conference
of the principal with the teacher concerned and appropriate
follow-up work. Only then classroom visitation can result in
effective supervision, and even sometimes in creative supervision
if the principal is intellectually and professionally well
equipped.

Some literature[27] concerning classroom visitation has
identified the following limitations of the classroom visitation
as a supervisory technique or activity :

- Classroom visits by headmasters are often too infrequent
  and too brief, as they are busy school administrators,
  to be able to provide a sound and valid basis for a
  constructive and comprehensive programme for instructional
  improvement.

- The procedures used in visitation are frequently formal
  and mechanical in nature and the manner of the headmaster is
  status-oriented, aloof and unsympathetic so that teachers
  are not sufficiently motivated to make sincere efforts
  to improve their teaching behaviour.

- The result of sporadic visits of headmasters, the manner
  in which they are made and the air of superiority assumed
  by the headmasters frequently cause both the teachers
  and pupils to be tense, nervous and unnatural in their
  reactions during the visitation.

- Classroom visits do not build up a democratic atmosphere.
  They may tend to undermine the self-respect and indivi-
  duality of teachers.

- They are not best promoters of initiative, interest,
  experimentation and innovativeness in sensitive minded
  teachers.

- These visitations irritate and annoy senior well-qualified
  and experienced teachers.

The present ideological perspective on supervision does
not favour the use of class visitations as a major or sole supervisory
activity, as more effective supervisory activities are
identified and developed.

(4) The Teacher-Supervisor Conference

One supervisory service that a supervisor can render to his colleagues in the school is to organise person-to-person talks and conferences with the individual teachers. This kind of Conference has potential worth in the supervisory programme. It can be a valuable means of ask aiding teachers individually in solving academic problems and difficulties and providing necessary educational guidance. The supervisory conference can be had at the initiative of the supervisor or teacher. It may take the form of discussion of instructional or other professional problems. This should work well when a rapport has been established between the supervisor and individual teachers, and the latter feel free to bring to the supervisor the difficulties encountered by them in teaching an instructional unit in the classroom or planning a curricular unit or the use of reference source materials or aids. This kind of conference may also be a result of the class visitation by the supervisor or the school headmaster. The supervisor's mastery of materials related to the problem under discussion, his skill, his approach, and his human relationship as well as the procedures used by him in conducting the person-to-person conference determine largely the success and effectivensss of this device of supervision. The supervisory conferences should be properly scheduled by the supervisor in consultation with individual teachers. The length of time to be devoted to such a conference should be adequate for full consideration of the academic problem and issues that need to be thrashed out in detail and in depth.

(5) Group Conferences, Staff Seminars, Workshops and Staff Meetings

Enlightened supervision should aim at developing the school staff or faculty into a unit working together to improve all aspects of the school including instruction. It can achieve this goal best through the cooperative effort to bring about the continued growth of all the members of the school staff. The cooperative efforts of teachers can be best generated and harnessed through group conferences, staff seminars and workshops. Many progressive schools in Gujarat, as in other parts of the country, motivate their staff to spend a considerable amount of work ranging from half a day to a week or more weeks in a group work in the form of a workshop studying school difficulties and problems, developing instructional plans, evaluation tools, building up designs of innovative instructional practices or projects, or working cooperatively in small groups to develop and put into effect some programme for improvement.

These group conferences or staff workshops and seminars should be held at a time when all the teachers who should be present will find it easy and convenient to attend. The time and place should also be decided on the basis of the need to have teachers feeling fresh, vigorous and having mental attitudes which are conducive to their full, free and willing participation. It is fruitful practice to consult teachers beforehand as regards the time, place and duration of these

seminars and workshops. Burton and Brueckner[18] have identified six roles of members of a group at such seminars and workshops which build up attitudes and encourages group morale. They are : (1) encourager, (2) harmoniser, (3) compromiser, (4) expediter, (5) standard setter, and (6) follower. Group process and group dynamics have potential worth for use in supervision.

Staff seminars, workshops, group conferences and staff meetings all belong to this category of group process and group dynamics.

(6) Cooperative Evaluation of the Effectiveness of the Teacher

In supervision, the major concern being improvement of a school's instructional programme, it is essential to find out to what extent individual teachers of the school staff prove effective in the total teaching situation of the school. This is generally done by the headmaster and the supervisor (where there is one) through inspection and their judgment. This judgment - evaluation is likely to be subjective. In order that the evaluation of effectiveness of teachers is objective, valid and reliable, an attempt should be made to have cooperative evaluation of the effectiveness of teachers.

Broadman, Douglass and Bent[29] emphasise the following purposes and values in the evaluation of effectiveness of teachers :

"1. To determine elements of teaching strength.

2. To locate causes of teaching problems, difficulties and weaknesses.

3. To direct teachers' attention to and stimulate cooperative study of teaching problems and difficulties and the elements of good teaching.

4. To stimulate teachers' self-study, self-criticism and self-evaluation of their teaching in order to overcome weakness.

5. To provide a basis for effective teacher-supervisor co-operation for the improvement of teaching.

6. To provide the supervisor with data so that he may more effectively direct his efforts to aid teachers.

7. To provide standards of teaching efficiently as goals for teacher attainment."

In this approach, the focus is on the stimulation of individual teachers of the school to study his problems co-operatively with the supervisor, on supervisor's keenness to understand the teacher's problems and help him to analyse his difficulties and problems and both the teacher and the supervisor make a co-operative effort to identify the best means, plan or method to solve the problem and to implement the direction of improvement mutually agreed upon in concrete instructional situation. "Teachers evaluate themselves, criticise their own efforts, set their goals, and devise their own techniques for attaining them. The principal will

stimulate and help teachers to use the instruments for measuring and may offer suggestions and counsel concerning means for strengthening the teacher's capacities."[30]

(7) Demonstration Teaching and Inter-Visitation

Instead of theorising and verbalising about any desired change in teaching or adoption of any teaching tool, technique or method, it is worthwhile for a supervisor to demonstrate what he intends to emphasise. Demonstration provides a concrete situation in which teachers see for themselves how better or more effective teaching could be, actually attempted. Therefore, demonstration is deemed vital as aiding materially in giving a clear and quick understanding of all those points which are intended by teachers to be understood and internalised. It will be more effective if demonstration is done by the supervisor. But there is no harm if he can motivate any teacher who can do it best to demonstrate.

A demonstration, in order that it becomes fruitful, should grow out from the felt needs of teachers; it should be an outcome of supervisory class visitation or supervisory person-to-person conferences or group conferences, staff seminars or workshops; the points or aspects to be demonstrated must be clear to the staff; enough preliminary preparation and care should go in building up the demonstration and it should be arranged at a time and at a place which is convenient and comfortable to the staff.

Another important device of supervision is inter-visitation. Teachers are encouraged to visit and sit in the classes conducted by able or effective teachers. The supervisor may do well to bring to the notice of his colleagues the point or points to be observed by them during such inter-visitations. Teachers can also be encouraged to visit other good, progressive schools or which are either locally located or located in the neighbourhood, to visit the classes when instruction is going on.

> "Demonstrating methods of teaching and having
> teachers visit other teachers' classrooms are
> particularly valuable for certain purposes
> and situations. One or the other or both
> of these devices are useful, often indispensable,
> in conveying to some teachers an adequate
> concept of application of new and complex
> techniques, such as a form of socialised
> recitation, the project method, a visual
> or a radio lesson technique, or handling
> of three groups of pupils' of different
> levels of ability in one class........." 31

(8) Planning Units of Instruction

In western countries, one of the focal points of school supervision is curriculum development. This happens to be the case because in countries like the U.S.A., U.K., individual schools and their teachers have freedom to develop their own curriculum geared to the needs of the students and of the local community. They have curriculum experts to advise and help teachers in developing their curriculum units. In India, the school systems do not enjoy such academic freedom. In Gujarat State, detailed syllabuses in each subject for each standard

are framed by the Syllabus Committee or Committees and approved
by the State Education Department. All recognised schools in
the State have obligation to follow the prescribed courses.
Therefore, in Gujarat State, as elsewhere in the country,
supervising persons (supervisors) are not called upon to help
schools and their teachers in developing new plans of curriculum.

But, even then, the supervisor has a role to play. He
can guide and assist his colleagues in month-wise planning of
the prescribed syllabus in each subject in terms of specific
instructional objectives, locating or obtaining extra teaching
materials and aids, formulating teacher's activities and
preparing comprehensive plans of pupil experiences, effective
use of prescribed textbooks, selection of extra reading-
materials for pupils, bringing school library in the classroom -
integrating it with class instruction, devising different
tools and methods of evaluation, and so on.

Therefore, supervisory services can be directed towards
(a) planning (selection) of subject matter, (b) planning of
method, (c) lesson planning and unit planning of learning,
(d) preparation of resource units*, (e) use of audio-visual
materials and aids, (f) development and use of objective centred
and objective type tests, improved essay questions, check lists,
rating scale, etc.

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* Learning units developed co-operatively by teachers and
pupils may cover several resource units. They consist
of activities, problems and resources organised about
major areas of subject matter or problems of living
experiences.

(9) Evaluation of Teaching Efficiency

As stated in the previous sub-section, the concern in
supervision is improvement of instruction, it is essential
for supervisor to have an objective and valid evaluation of
teaching efficiency. He generally does this on the basis of
his class visitations, person-to-person talks and conferences
with him, on watching a teacher's habits, attitudes and values
pertaining to his work in the classroom and in the school, the
remarks about the teacher of the Education Department's
Inspecting Officer at the time of the school's annual inspection
and the casual report he gets about the teacher's work from
other colleagues and students. There is a danger of considerable
subjective element creeping in this kind of evaluation of
teaching efficiency. Such evaluation, if at all it is perceived
as important, should be supplemented by or checked against the
procurement of other objective data on the teacher's efficiency
from other tools of evaluation. Among these tools, the
following may be mentioned which should prove useful to the
supervisor to get objective and comprehensive data regarding
teaching efficiency of his colleagues.

(1) Test of pupil achievement, since the purpose of instruction
is to add to the knowledge, understanding, skills and competences
of pupils in different curricular areas. A caution is, however,
expressed by experts, to the effects that "tests of pupil
achievement should not be used as the sole nor as the principal
measures for evaluating teaching efficiency." They need to be

supplemented with a more complete evaluation and appraisal of the outcomes of learning by some other instruments of evaluation.

(2) Rating Scales for rating teaching efficiency. "Although they (rating scales) have been used by supervisors in rating teachers for both supervisory and administrative purposes, their greatest value lies in their use as a means for self-study for teachers, and as a possible means of co-operative evaluation of strong and weak traits, abilities and skills of teachers."[33]

These and other sources and tools should be used by supervisors to have as fair and full evaluation of teaching efficiency of teachers as possible. On these results, a supervisor can build up his plan of supervisory activities.

These are some of the major supervisory activities advocated in literature on school supervision. Most of these supervisory activities take the form of a programme of in-service professional growth of teachers provided in the school itself. These activities pertain largely to curricular functioning of teachers. But a modern school does not limit itself merely to curricular instruction in classroom. It interests itself in providing its pupils' experiences in cultural activities, in tours, excursions and educational visits, physical education, sports and recreation, guidance and counselling and total allround growth. Naturally, its teachers have also to discharge responsibilities in these fields or areas.

Supervision has also to play its role in this sphere. The objectives of school supervision assume the following form :

"(1)   Developing on the part of the staff favourable attitudes of appreciation, enthusiasm and responsibility for extra-curricular activities;

(2)   Helping teachers to achieve an adequate orientation with respect to the possible contributions of activities to the aims of secondary education; and

(3)   Assisting the staff to acquire sound principles and techniques of practice in guiding pupil organizations."

Teachers will also have to be helped in improving their professional inter-relationships. Their sense of and concern for professional loyalty has to be developed. This can be done indirectly and incidentally in supervisory programmes.

At the end, it may be said that a judicious selection and effective implementation of supervisory activities in the spirit of services would go a long way in achieving its goals of instructional improvement, inservice professional growth of teachers and happier and fruitful functioning for them in the school setting.

1.7 SCHOOL SUPERVISORS :
PERSONAL AND PROFESSIONAL QUALIFICATIONS AND
LEADERSHIP QUALITIES

The responsibility for putting into action the supervisory
activities discussed in the previous section rests squarely
on the shoulders of a school headmaster and the school
supervisor. The Rules framed under Secondary Education Act,
1972, of the Gujarat Government lay down the following condition
for the appointment of school supervisors in addition to the
school headmaster who has normally also the duties in super-
vising, guiding and coordinating the instructional and co-
curricular work of teachers.

> "Schools with more than ten classes should appoint
> one or more Supervisors subordinate to the
> Head with the approval of the appropriate
> Authority which should be obtained and the
> appointment of supervisors should be regulated
> in the following manner :
> (1) Schools with ten or less than ten classes -
>   No supervisor.
> (2) Schools with more than ten classes - one
>   supervisor for ten classes or part thereof [35]
>   but not exceeding four supervisors in all".

In the present section, some personal and professional
qualities of supervisors - both headmaster and the supervisor -
will be briefly dealt with with a view to theorising about who
can be expected to be a successful or effective school
supervisor.

(a) <u>Trained and Experienced Teacher</u>

The Secondary Education Act of the Gujarat State merely
lays down that a school headmaster should be a trained graduate

teacher with at least five years' of teaching experience, of
which at least three years' must be post-training experience.
The Section 35 of the Act provides some safeguards against
the unscrupulous appointment by school management of their
relatives as headmasters disregarding or fouting the just claims
of the senior teachers in the school. Thus, seniority in the
school has become an important consideration today in the
appointment of a school headmaster. The appointment of
additional supervisor or supervisors depends on the largeness
of the size — the number of classes in the school as specified
earlier, Patel's comments in this regard are significant :.

> "It is clear that the State Education Department has
> taken all possible care to see that principals
> of high schools are appointed after due
> consideration and care. The condition that the
> principal must be a trained graduate with at
> least five years' of teaching experience
> should be deemed as a fair precaution. But
> in the matter of providing effective
> instructional leadership, the rules laid down
> do not provide for leadership qualities and
> do not require training in instructional
> leadership from the candidate. The reasons
> is probably that it is difficult to evaluate
> leadership qualities at the time of the
> interview for selecting a headmaster. Further,
> none of the five universities of Gujarat State
> have any provision for training in leadership
> and supervision." 36

This being the prevailing condition in the secondary
schools of Gujarat, the question of recruitment of headmasters
as effective instructional leaders and supervisors has become
difficult and challenging. However, it must be conceded that
all those who have training qualifications and have seniority
in the school do not necessarily have leadership qualities

and professional competence to be effective supervisors in the manner in which supervision and supervisory activities are conceptualised in this chapter.

One who is intended to function as a school supervisor would do well to possess the following personal qualities :

(1) Certain physical qualities, such as voice, posture, gait, appearance and pleasant mannerism;

(2) Impressive, pleasant and motivating personality.
"
> The personal characteristics and traits are very influential in determining the attitudes and reactions of teachers toward supervisory activities. Personality may here be thought of as a composite of all mental, emotional, and physical characteristics which an individual may possess. Singly and in combination these characteristics influence the behaviour or conduct of an individual and through their overt manifestations they impress so as to affect their reactions to the individual." 37

(3) Quality to inspire confidence in his colleagues.

(4) Qualities of sincerity, frankness, genuineness, fairness, enthusiasm and optimism.

(5) Qualities of poise and balance as well as tact, adaptability, resourcefulness, fair-mindedness, self-control and open-mindedness.

(6) Traits of friendliness, a sense of humour and geniality.

These qualities are merely indicative. They can never be said to be complete. A forceful, attrative, dynamic personality is certainly an asset of considerable importance in supervision. Therefore, it will help in the process of making school supervision effective, if such personal qualities are looked

for in the supervisors or where they can be made aware of the need of developing at least some of them.

Besides these personal qualities, a number of professional qualities are also expected of supervisors if the supervisory activities in schools are expected to be effective. These qualities are- as under. They are collected and collated from the current published literature on school supervision.

(1) An ability to view the activities in the high school as a whole and in their relationships.

(2) An ability to size up the strength and weaknesses of each staff member of the school and delegation of functions and the assignments to persons best fitted to perform them.

(3) Faith in and favourable attitude towards adopting democratic processes.

(4) Ability to act as a consultant to the teachers, with a view to aiding them to solve their problems.

(5) An ability to mould the staff into an integrated, harmonious group.

(6) Readiness to recognise the participation of the staff members in instructional planning and in all such decisions that can help them (teachers) to grow professionally.

(7) Readiness to help staff members achieve leadership.

(8) An ability to create the type of environment in the school that makes it possible and desirable for the teachers to assume leadership.

(9)   An ability as well as attitude to recognise merits of
      teachers, give them enough scope for adventure, i.e.
      trying out new ideas and practices in instruction,
      bestow love and affection to them and assure security
      of service to them.

(10) A modesty to work with others and accept the leadership
      based on merit even from his colleague or from a group.

(11) An ability to discharge all the functions associated
      generally with status leadership.

(12) An ability and skills to conduct and direct programmes
      of inservice professional growth for teachers of the
      school.

(13) An ability to use his authority in an effort to promote
      group morale, group self-discipline, and self-direction.

Harold Adam and Frank Dicky[38] have enumerated 41 action
patterns of effective educational leaders, a few of which are
quoted below which would provide a befitting conclusion to
this section on personal and professional qualifications of
supervisors :

(1)   He is courteous.

(2)   He is friendly and cheerful.

(3)   He respects the opinions of individuals.

(4)   He gives others a part in the formulation of plans
      and policies which affect them.

(5)   He develops in his colleagues a feeling of belonging-
      ness.

(6) He makes in-service education activities for his teachers a regular part of the supervisory and teaching programmes.

(7) He supplies the security needed by teachers who are attempting to do things differently.

(8) He develops a tensionless permissive attitude.

(9) He builds up group organization around persistent problems.

(10) He searches for leadership ability in staff members and utilises it.

(11) He recognises meritorious effort.

(12) He helps teachers develop a 'faith' by which to teach.

This means that besides having adequate academic and professional training qualifications, an individual has to build him self on democratic lines, develop leadership skills, imbibe human relation values, adopt a sympathetic, understanding and confidence-inspiring approach to teachers' needs and problem and constantly try to build himself to be a leader of his colleagues, at the same time ready, nay, even anxious, to build leadership among his staff so that cooperative work on their part results in improved instruction and work in the school.

1.8 THE ROLE AND FUNCTIONS OF AN EDUCATIONAL SUPERVISOR

It would be now worthwhile to review briefly the role
and functions of educational supervisors. Some of the task
expectations of school supervisors have been already indicated
in previous discussions. This brief review would help in
giving a focus to some of the purposes of school supervision
which formed the content of the previous sections or sub-
sections of the present chapter.

(a) Participating in Curriculum Development

In Western school systems where each school and its
teachers have considerable academic internal autonomy to
formulate the courses of studies in their respective subject
areas, to select or prescribe their own text-book or text-books
and to set their own final school leaving as well as yearly
annual examinations, responsibilities in curriculum development
on the part of school teachers assume a significant proportion.
In western school, therefore, a major function of a supervisor
is to assist and guide teachers in curriculum development.
But in schools in India, teachers do not enjoy such internal
academic freedom; actually they have to follow the curriculum
prescribed by Government appointed Course Committees. Even
within these limitations a school supervisor has a role to
play. The prescribed course outlines need to be expanded and
re-developed in the form of monthly detailed plans of teaching.

Each monthly plan in each subject need to be specified in terms of unit teaching plans. They would include content, teaching points, pupils' learning activities, resource or reference materials, teaching aids, unit tests of evaluation, feedback of evaluation results to improve pupil learning and teaching, etc. A supervisor can lend precious help to individual or groups (subject groups) of teachers in this kind of curriculum unit planning and re-development.

(b) Helping in Improving School Organization

The school organization in secondary schools of Gujarat has almost a set pattern of control, direction and limited internal freedom. The school organization is hierarchical and leans more towards authoritarianism. The leadership is also mostly status-oriented. It is the headmaster or the leading members of the School Management Committee who do most of the major decision-making job. Teachers have little to say or participate in the important decision-making pertaining to the school. The school organization is characterised by two prominent qualities, viz., thrust or pushing teachers to work most and work hard and there is considerable production emphasis in terms of a higher percentage of S.S.C. Examination results. These overtones of authoritarianism are not conducive to a better climate to achieve academic efficiency or higher standards. A school supervisor can change this setting and climate by adopting the patterns of actions specified in the previous section. He can, for instance,

establish a structure in which the staff of his school can
participate in decisions. He can help his colleagues to grow
professionally by making them attempt to solve their problems
themselves. He can set the infra-structure and organization
of the school in such a way that the process through which
decisions are made naturally gets improved. He can set the
setting in such a way that leadership from a teacher or a
group of teachers emerges out of the academic situation. He
provides for a procedure for evaluating instructional effective-
ness and modify the curriculum units, methods of teaching and
evaluation, other reference materials and aids, etc., as would
be suggested by the results of the evaluation. The school's
organizational climate becomes more open and permissive. A
better pattern of consideration, intimacy and human relation-
ship emerges. The organization becomes more democratic and,
therefore, more effective and productive. Thus, a supervisor
can play his part in improving organization and administration.

(c) Community Relationship

An insightful supervisor can carry the process of improve-
ment from the classroom to the community. He not only strives
for democratic participation of his staff members in academic
planning and decision-making, but looks beyond the precincts
of the school building and extends its field of operation and
influences in the local community. He can help his school
management as well as his colleagues in creating a link

between the school and the community and strives hard to make
the community-centred one. Through generating a climate for a
closer and intimate contact with the local community, a school
supervisor can help his teachers to ensure, through the
cooperation of local guardians, regular daily attendance of
pupils in the classes, pupils' promptness and qualitative
work in home assignments set to them, successful organization
of social service programmes and labour camps, joint celebration
of national festivals and cultural events, assistance for
mid-day meals for school children, acquisition of land for
the extension of school building, and enrichment of school
equipment and aids. There can be several other ways in which
an imaginative and thoughtful school supervisor can function
in forging out an effective link between the school and the
local community.

(d) Preparation of Instructional Materials and Aids

Instructional work in many schools is mostly verbal -
confined to 'chalk and talk' method. The instructional
materials generally used by teachers are traditional and
stereotyped. Teachers need a good deal of instructional
materials and aids. A school supervisor can periodically
work with groups of teachers of the school and direct them and
help them either in locating or preparing the instructional
materials and aids they need to enrich their day-to-day class
teaching. This is an important function, and a school
supervisor can ensure better instructional work in his school

through guiding and helping his teachers collect, select or develop the instructional materials and aids needed by them. This function has three focal points.

> "Teaching can be improved by supplying the teacher with better materials of instruction. A part of the task is production or selection of better materials. Another is increasing the readiness to use the range of materials. A third is the provision of a rapid distribution that enables the staff to get materials when they are needed." 39

In all these three tasks a supervisor can play a vital role.

(e) <u>Helping to improve Instruction by Encouraging Initiative and Fostering Creativity in Teachers</u>

A major role a supervisor can play in the improvement of instruction is by encouraging teachers to take initiative in experimentation and innovation. But here also it is necessary to caution him (the supervisor). A mistake which a supervisor often makes is to place emphasis on the experiments which they he wants the teachers to make at his initiative. A sounder practice is to encourage teachers to take initiative in experimentation and adopting educational innovations. This he can do by supporting teachers who are more favourably inclined towards innovations and experimentation.

> "If supervisors strengthen and support experimentation, they are concerned about developing creativeness, not conformity. They want people who dare to venture, who dare to try. But a person to dare to try, to dare to venture, needs strength and support, and different people need different amounts and different kinds of it." 40
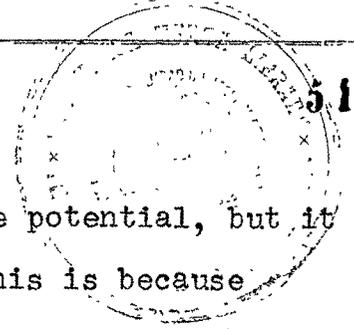
In almost all schools, teachers have potential, but it is said that it is not fully utilised. This is because supervision in the school is not geared to releasing human potential. A teacher is likely to develop his potential much better if the environment in the school is heterogeneous. Interaction with teachers who are different provides a challenge and a choice of new or innovative patterns. A supervisor should not worry about the heterogenity in the school's educational environment. On the contrary, he should use to achieve a better end. He should take full advantage of this heterogenity, to encourage initiative and experimentations among teachers.

> "It is important for a person who is in an official
> leadership role to make some judgments about
> readiness for change in the members of the
> staff. He must not pretend they are all
> alike. He recognises they are differences.
> He does not rule them, but uses them to
> give himself guidance in planning his
> strategy to help people grow." 41

This strategy would be to look for opportunities to motivate teachers to take initiative towards experimentation and change. It is not for a supervisor to tell a teacher when to move. It is for a teacher to decide to move. Once this mental readiness is created in teachers, they are helped to take the step. The supervisor's role is to encourage his colleagues to take the step and guide them when they need direction.

(f) Organizing Pilot Studies and Action Research

Teachers quite often face situations which are difficult and discouraging. They find that their objectives, strategies of instruction and efforts put forth by them in class teaching are not rewarded sufficiently. When such a situation arises, a teacher feels naturally frustrated. It is here that a supervisor should assume leadership. He should have a thorough face-to-face talk and discussion with such teacher or teachers in difficulties. He should help them to attempt the following by way of adopting an action research approach :

- Collecting base-line data or evidences; related to the teaching situation;
- Identifying probable causes of the said difficulty;
- Formulating possible hypotheses to overcome the difficulty;
- Developing a detailed plan to overcome the difficulty;
- Preparing an action time-table;
- Putting the action programme for improving the situation according to the time table;
- Evaluating the outcome or results of the implementation of the action plan; and
- Diagnosis and remedial programme and work.

A supervisor can provide considerable guidance and help at each of the above mentioned stages ot steps. His guidance in organizing pilot studies or planning an action research on the felt-problems of a teacher or a group of teachers of his school and interpreting and using the findings of such a pilot study or action-research would provide him and his colleagues concrete help and guide-lines to tackle their problems and difficulties.

(g) <u>Helping Teachers grow Professionally</u>

<u>through Inservice Training Programme</u>

Instructional improvement should be a continuous ongoing activity on the part of a school supervisor as well as his colleagues in the school. Staff professional development can be effected through inservice education, is regarded now crucial in all organizations including educational. It is being catered to in the interest of organizations themselves bedides the interest of the personnel working in them.

Programmes of inservice education of teachers can take place both in the school itself and outside. It can take the following form :

<u>Within the School</u>

- Group work of teachers on preparation of monthly unit plans of teaching in a workshop situation.
- Group work for identification, selection or development of instructional materials and aids.
- Seminars and workshops on developing question banks.
- Group work on developing plans of projects, pilot studies, action research and experiments, etc. etc.

The rationale for the above inservice education in the school (as well as elsewhere) is as follows :

- Learning is occuring all the time.
- The learning that an individual picks up from a set situation is determined largely by his purposes, needs, motivation and morale.

- Democratic open climate and permissive approach with considerable freedom for the participants and their involvement is conducive to effective learning.

- Learning becomes more effective and internalised when the participating teachers have psychological and social need-satisfaction by receiving affection, recognition, opportunity for adventure and assurance for security.

- Teacher growth is promoted when teachers exchange ideas and when they feel encouraged to test out their hypotheses.

Leading colleges of education in Gujarat, like the ones located in Ahmedabad, Baroda, Surat, Porbunder, Modassa, and Rajpipla, have also their own periodical programme of inservice education for teachers working in the neighbourhood, the district or the region's schools. These colleges offer a variety of inservice education programme, some of which are as under :

- Refresher Courses.

- Short-term Training Courses.

- Summer Institutes.

- Seminars.

- Workshops.

- Training programmes leading to certification, diplomas or degrees.

- School Visitations.

- Demonstration of new techniques, tools or methods.

- Creative projects or small-scale experimentation.

- Exhibitions.

- Science Fair

- Paper Reading.

It will be fruitful to bear in mind the following
observations of Adams and Dickey :

> "The planning and integration of the inservice
> activities and the regular duties of
> teachers are highly desirable. Whatever
> the procedure, teachers must not be made
> to feel that the supervisor is requiring
> numerous inservice activities in addition
> to research duties. Rather, the teachers
> themselves should be included in the
> process of planning for the more complete
> integration of the inservice education
> phases of supervision with the regular
> programme of work." 42

Thus, a wise course of approach to the inservice education
of teachers is to include planning sessions, conferences,
meetings, seminars, workshops, observations and other
inservice education activities in the regular work-load of
teachers. This would safe-guard against teachers developing
unfavourable attitude to the supervisor and his supervisory
activities.

(h) <u>Ensuring Good Human Relations and</u>
   <u>Staff Morale in Schools</u>

It was observed earlier that supervision is releasing
human potential. In order that this objective of good
supervision is achieved, the supervisor must be wedded to the
ideology and practice of human relations and building up

satisfactory teacher morale. He should appreciate the fact that all teachers want to feel that they belong to the group with which they work. They would have more social need satisfaction when they could meet their colleagues in informal situation, chat with them freely and have a hearty laugh. They should also feel that the supervisor is their comrade - one of their own faculty members. There should be an atmosphere of affection, sympathy, fellow-feeling and consideration. Warmth of human relations motivate; teachers to do better and hard work much better than dictation, order or pushing hard by the headmaster and/or supervisor. Possession of skill in the area of communication is of utmost importance to the supervisor, as it helps khm in building up good understanding between him (the supervisor) and teachers. He should build up such emotional climate in the school so that teachers and the supervisor are drawn to one another by the magnetism of love, consideration, respect and fellow feeling. This, in its turn, stimulates mutual trust and confidence in the members of the school faculty and builds up staff morale. Recognition and appreciation of teachers' merits is also another step to improve human relations. Teachers feel much better motivated to put forth their best effort when they feel that they are being recognised. Opportunity and permissive climate for teachers to indulge in some adventures - in understanding some challenging innovations and experiments are also conducive to effective supervision on the part of the supervisor and work on the part of teachers. Feeling of assured security of the

service should also result as a measure of good human relations on the part of the headmaster and supervisor. No teacher will dare to chalk out a new path from the routine or traditional one if he feels that any new departure would be a threat to the security of his service.

But human relations do not mean that a supervisor has to be always accommodative and he cannot dare to offend a teacher and he by being firm with him if he is a habitual shirker, temperamentally a dissident and a negative man and avowedly a sower of seeds of discontent and rebellion. Nothing should prevent a headmaster and a supervisor to deal firmly and resolutely with a mischief monger if all efforts to win him over fail. Human relations on the part of the supervisor would create a better climate for him to work with teachers towards improvement of instruction and other programme of the school.

Morale is the emotional tone and mental reaction of a person to his job. It may be high or low. If a supervisor succeeds in wielding the teachers in a group, engenders in them with the silken thread of love, sympathy and consideration, provides them opportunities to have social need satisfaction, creates such conditions of work in the school that they have job satisfaction and a feeling of achievement, their morale will shoot up high, and the eventual effectiveness of his supervisory activities will also be high.

In order to build up the staff morale, the headmaster
and the supervisor will have to strive for the following :

- Provide to teachers job satisfaction.
- Create a climate of assured security to those who are honestly and sincerely working.
- Improve communication to and from teachers.
- Improve working conditions of teachers.
- Build up an atmosphere of good human relations.
- Cater to their social needs satisfaction.
- Develop a helpful attitude to and interest in teachers' difficulties and problems.
- Involve the staff members as much as possible in academic decision-making.
- Allow teachers to individualise their working environment.

In brief, the supervisor should bear in mind that human
relations and building up high staff morale would place him
in a vantage position to carry out his supervisory activities
and he can hope that they will be adequately effective to
effect improvement in school instruction.

(i) Improvement of School Organizational Climate

Andrew Halpin, in his book 'Theory and Research in
Administration' has conceptualised organizational climate of
schools and has developed a measuring tool called "Organizational
Climate Description Questionnaire" (O.C.D.Q.) in collaboration
with Croft. He has put forward a thesis as individuals differ

in their personality, so schools also differ in their
'personality' which he has designated as 'Organizational
Climate'.

Halpin and Crofts' OCDQ is built up on the basis of eight
sub-tests. Four of these pertain to characteristics of the
faculty group or teachers, and the other four to the characteristics of the school headmaster as a leader. In supervision
situation, the supervisor also becomes a leader. The organizational climate of a school is the result of how teachers behave
and how the leader behaves in the school situation. The four
sub-tests that help in measuring the characteristics of the
staff - the teachers' behaviour are (1) disengagement,
(2) hindrance, (3) esprit, and (4) intimacy and the four
sub-tests that measure behaviour of the leaders are :
(1) aloofness, (2) production emphasis, (3) thrust, and
(4) consideration. Others have identified some other climate
factors (Vide - Chart on Page 61).

Halpin and Croft have been also to identify, on the basis
of the results of their O.C.D.Q. administered to 71 elementary
schools, six organizational climates which could be arrayed
along a continuum defined at one end by an Open Climate, and
at the other, by a Closed Climate. These six climates arrayed
along a continuum are : Open Climate, Autonomous Climate,
Controlled Climate, Familiar Climate, Paternal Climate, and
Closed Climate.

A brief description of the eight dimensions of the O.C.D.Q. test and the six climates abridged from Halpin's book referred to earlier is given below[43] :

(1) Disengagement : It refers to the teachers' tendency to be away and aloof from what is going on in the school. A high degree of disengagement would mean that the group of teachers is 'not in gear' with respect to the task at hand.

(2) Hindrance : This characteristic refers to the teachers' feeling that the principal burdens them with routine duties which hinder them in discharging their academic duties effectively.

(3) Esprit : It refers to teacher morale.

(4) Intimacy : It refers to teachers' enjoyment of friendly social relations with each other.

(5) Aloofness : It is a trait of principal's behaviour. It shows that the principal's behaviour is characterised as formal and impersonal. It is guided by rules and policies rather than considerations of human relation and staff morale.

(6) Production Emphasis : It refers to behaviour by the principal which is characterised by close supervision of the staff. He is highly directive and goes on putting pressure on teachers to work hard towards achieving high results for the school.
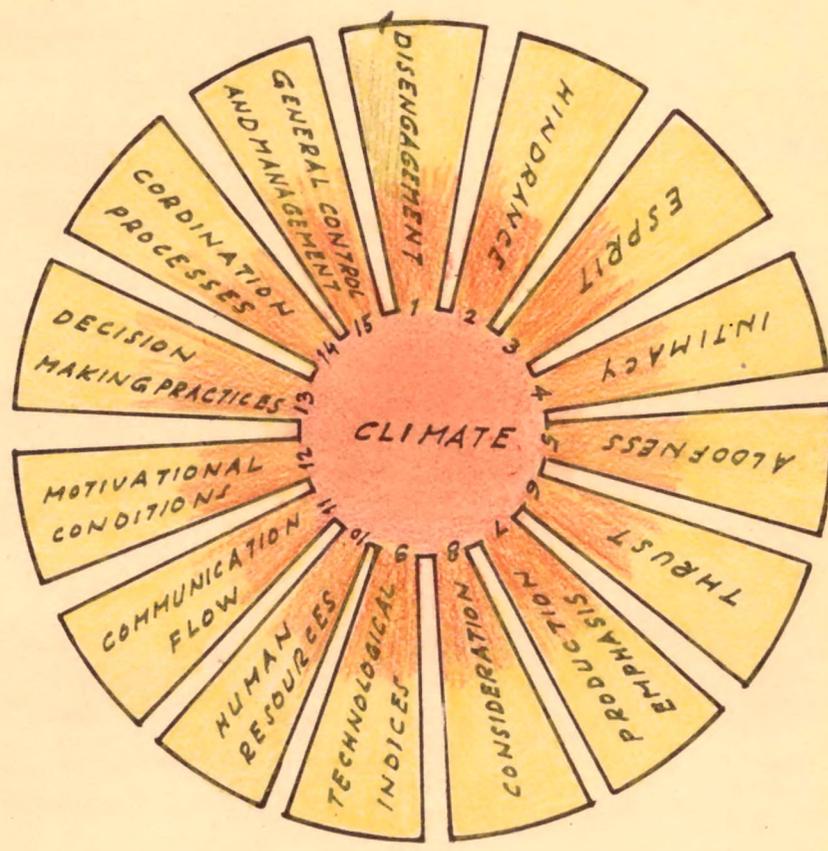
FACTORS AFFECTING ORGANIZATIONAL CLIMATE

CHART - 3

(7) <u>Thrust</u> : It refers to behaviour by the principal which is characterised by pushing everybody hard to greater and better work. He actually tries to 'move the organization.' He does not ask teachers to give of themselves any more than he willingly gives of himself.

(8) <u>Consideration</u> : It refers to behaviour by the principal which is characterised by an inclination to treat the teachers 'humanly', to try to do little something extra for them in human terms.

Shelat[44] has prepared a table which shows how the behaviours of teachers and principal as measured by these eight sub-tests interact so as to give rise to the six climates which are (1) Open, (2) Autonomous, (3) Controlled, (4) Familiar, (5) Paternal, and (6) Closed. This table is given on the next page.

Supervisory activities have a better chance to be successful in open climate schools and least successful in closed climate schools. The leadership of school should, therefore, try to build up open climate in schools. This he can do by ensuring the following outcomes of his leadership behaviours :[45]
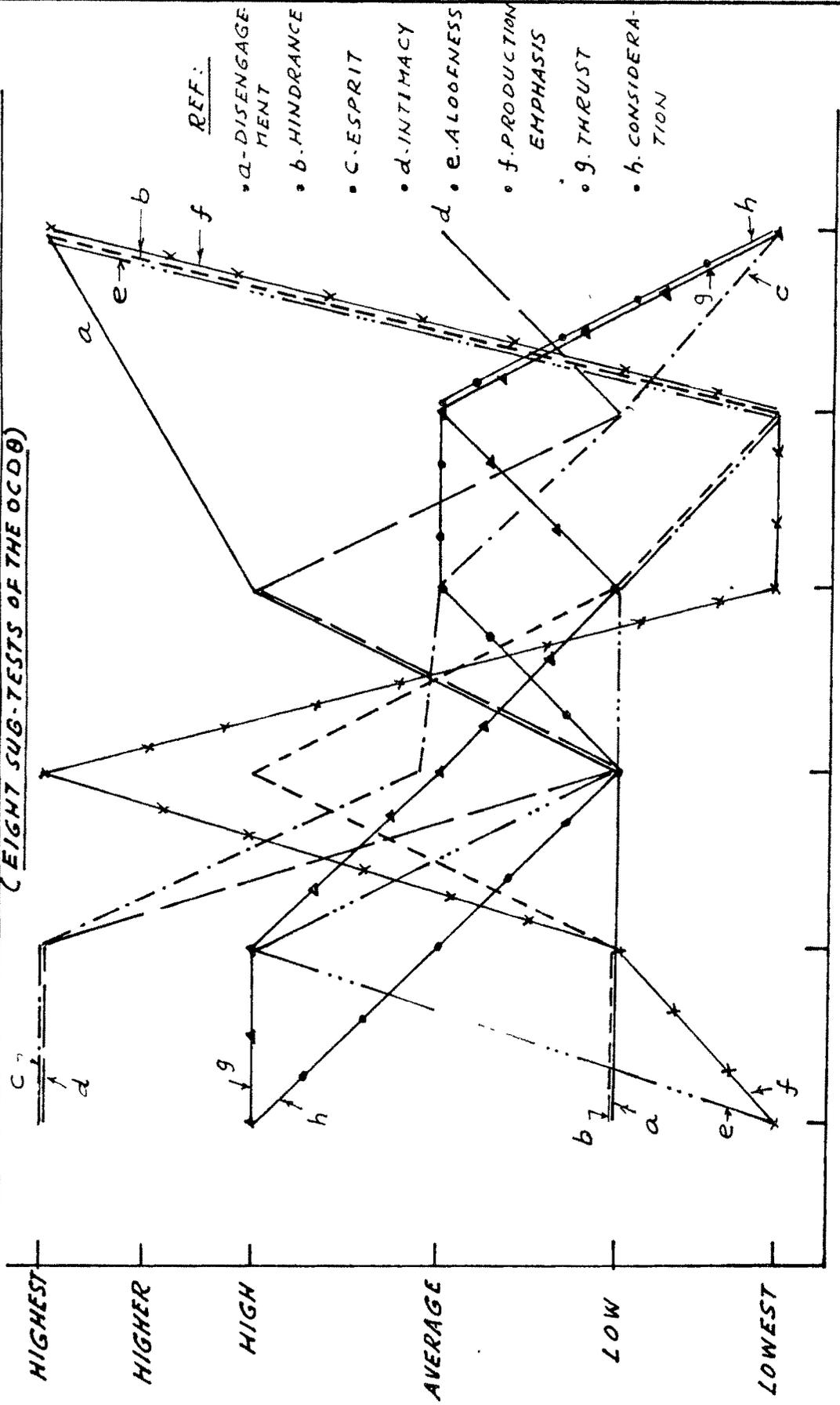
- Teachers enjoy high Esprit or morale.

- Internal bickering and conflicts resulting in high disengagement of teachers should be done away with.

Table 1.1 : Climate Dimensions

Climate	Teachers' Behaviour				Principals' Behaviour			
	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
1. Open	Low	Low	Highest	Highest	Lowest	Lowest	High	High
2. Autonomous	Low	Low	Highest	Highest	High	Low	High	Average
3. Controlled	Low	High	Low	Low	Low	Highest	Average	Low
4. Familiar	High	Low	High	High	Low	Lowest	Low	High
5. Paternal	Higher	Lower	Lower	Lower	Lowest	Lowest	Average	High
6. Closed	Highest	Highest	Average	Average	Highest	Highest	Lowest	Lowest

Source : Neela A. Shelat : A Study of Organizational Climate, Teacher Morale and Pupil Motivation Towards Institution in Secondary Schools of Baroda District, Baroda, M.S. University of Baroda unpublished Ph.D. Thesis, 1975, p.22.

CHART SHOWING THE HIGH-LOW POSITION OF DIFFERENT CLIMATE DIMENSIONS
(EIGHT SUB-TESTS OF THE OCDØ)

REF:
• a - DISENGAGE-MENT
• b. HINDRANCE
• c. ESPRIT
• d. INTIMACY
• e. ALOOFNESS
• f. PRODUCTION EMPHASIS
• g. THRUST
• h. CONSIDERA-TION

HIGHEST HIGHER HIGH AVERAGE LOW LOWEST

OPEN AUTONOMOUS CONTROLLED FAMILIAR PATERNAL CLOSED

CLIMATE

CHART - 4

- Teachers should not be burdened with mountains of routine and clerical work.

- His policies and attitude should be such that teachers' accomplishments of tasks are greatly facilitated.

- Teachers of the school should be in a position to have and enjoy friendly relations with one another. They apparently should feel no need for an extremely high degree of intimacy.

- Teachers should obtain considerable job satisfaction and be sufficiently motivated to overcome their difficulties and frustrations.

- The principal's behaviour should be genuine.

- Not only the principal sets an example by working hard himself, but, depending upon the situation, he can criticise the actions of teachers or go out of his way to help them.

- He should not be aloof, cool and calculating.

- He does not have to emphasise production, nor does he need to monitor the teachers' activities closely.

- He should be in full control of the situation and he should clearly provide leadership for the staff.

These characteristics of open climate schools are taken from Halpin's book referred to earlier. They provide useful guide-lines and point out to the direction in which a school headmaster and supervisor should move so that the school assumes open climate.

These are the major areas in which a supervisor is generally called upon to play his role. The improvement of instruction will be cumulative effect of his role in these different school spheres including development of a more school climate and high teacher morale. Besides these infra school functions, he will have to play also a desirable role in acting as a <u>liaison</u> between the school and the District School Inspectorate. He must be in a good position to interprets his school-staff, instruction, achievements, failures, etc. - properly to the State Department of Education and set out strongly the needs of the school as well as the developments envisaged so that he and the school staff can benefit from the advice, guidance and assistance of the Educational Inspectors. He should play a similar role of <u>liaison</u> in regard to Headmasters' and Teachers' Association of the district so that the school and the school teachers find a place in the family of secondary schools of the taluka and the district. This is also necessary, in the larger context, in developing the school academically and professionally. This is the task of the leadership of the school, i.e. of both the school headmaster and the school supervisor.

1.9 CONDITIONS WHICH MAKE EFFECTIVE

SUPERVISION DIFFICULT

The picture of effective supervision that has been depicted and presented so far is theoretical ideal. It presents a norm

in supervision. But it is very difficult for schools to reach this norm. There exists certain conditions in many schools that make effective supervision on these lines difficult. In some schools the conditions are so unfavourable that it is likely that supervision in them exists more in theory.

It will be worthwhile to over-view briefly the factors limiting supervision.

Government has laid down that a school should provide at least 1.5 teachers for every class it has formed. Thus, a high school having 4 classes from VIII to XI should have at least six teachers. Quite often schools with limited financial resources and schools situated in backward and geographically unfavourable areas find it difficult to appoint all the teachers it needs. The school headmaster also carrieS a heavy load of teaching, besides the administrative work. (In small schools and in backward area schools, the headmaster has to do much of clerical and account work.) When these difficulties exist, the headmaster has hardly leisure hours to devote to his leadership and supervisory functions.

There are schools where the School Management Committee is too powerful and dominating. When this Committee consists of persons who have money but not any educational understanding, the goals of the such schools become too narrow - often limited to maintenance of strict and rigid discipline, dumb obedience on the part of teachers including headmaster and to securing

a higher percentage of passes at the S.S.C.Examinations. Under
this setting, authoritarian climate, attitude and approaches
prevail. Many open and latent conflicts develop between
teachers and the headmaster on the one hand and the School
ManagementCommittee on the other. Supervision and any
conscious efforts to make instruction modern, progressive,
innovative and effective on a democratic plane become nearly
impossible. The school continues to function in a traditional
routine way. Such schools are authoritarian, clogged and with
narrow aims and functioning. Supervision in them is mostly
on paper. It exists as window dressing for satisfying the
Government Educational Inspectors.

It is also true that a number of headmasters have no
orientation in democratic supervision. They are too much
conscious of their status and authority to be able to function
democratically in regard to teachers, pupils and guardians.
Supervision takes the shape of direction, control and dictation.
Such supervision creates many problems rather than help providing in
solving instructional difficulties and problems of teachers.
Therefore, the fact that the average school headmaster and the
school supervisor neglect their supervisory obligations has
been as much fault of their concept of their role and functions
as of their very concept of supervision.

There are schools where headmasters feel that their main
job is administration and do some teaching in higher classes.
Therefore, as a natural consequence, they carry on too few

activities directly related to the improvement of the educational or academic programme of the school. Supervision in the large high schools is entrusted to senior teacher or teachers designating them as supervisors. These supervisors also carry quite high load of teaching work. Quite often they are mid forties in age or even older than that. They are not physically very vigorous to be able to devote themselves to their supervisory obligations to effect instructional improvement. A number of supervisors regard the fact of their appointment as 'supervisors' as a recognition of their 'seniority' in the school and a source of some extra income from supervisory allowances. They devote very limited time and efforts - hardly a period a day - to supervision as set forth in this chapter.

Further, in most schools the traditional techniques of supervision such as class visit and observation of individual teachers' instructional work, personal conferences and at the most demonstration lessons which some good teachers are asked to give in the presence of the entire staff after school hours. Only in progressive schools one finds a trend toward the cooperative study of school problems and innovative instructional practices.

Another group of factors conditioning the effectiveness of supervision resides in the headmaster and the supervisor. These leaders are primarily trained as teachers, not as supervisors. Majority of them have entered the headmastership

or supervisorship from the teaching ranks. They have little expertise in curriculum improvement, unit planning, dynamic method of teaching, organising group work, developing human relations and staff morale, evaluation techniques, etc. So, by their training and professional experience, they are not adequately equipped to play a role of an educational leader, innovator and change agent.

Limiting factors also reside in the attitudes of teachers. The following abstract, which one time described the attitude of American high school teachers, also holds largely valid in respect of attitudes of high school teachers in Gujarat to supervision.

> "If antagonism to and disrespect for supervision
> does exist, it may be attributed in part
> to the belief of the teacher that he
> possesses a knowledge in the subject
> superior to that of the principal, in
> part to the inadequate and undemocratic
> character of the supervisory activities
> employed, and in part to the failure of
> principals to be of supervisory assistance
> to teachers. Such unfavourable attitudes
> are also the result of the excessive load
> of teachers in many schools. Although the
> supervisor may not be responsible for the
> existence of such factors, his work is not
> received favourably as long as they do exist." 46

There are other limiting factors which are sociological, economic, and political conditions and the administrative set-up. Excepting the political deterrent, the other factors have been referred to, though cursorily, earlier. In a theoretical frame-work like the present one, the treatment of these factors in details might unnecessarily add to the bulk

of this chapter. For that reason, they have been merely referred to, and not considered in any details.

1.10 EVALUATION OF EFFECTIVENESS OF SUPERVISION

The organization and implementation of supervisory services in school is the first primary step to be taken by school leadership. As stated earlier, the major concern in supervision is the improvement of instruction. It is, therefore, equally crucial to evaluate the impact of supervision on the effective instructional work of teachers. Only through a sound programme of evaluation can the educational leader ascertain whether the techniques, tools and programmes of supervision to stimulate the staff and lead them to improvement are sound and attaining desirable results.

Both measurement and evaluation are used in sophisticated evaluation of supervisory activities. But in ordinary school situations, evaluation of supervisory work of a school can be done on the basis of formulating certain evaluative criteria which may not have been standardised but at the same time determined objectively. Modern literature on school supervision recognises the place of the faculty or the staff in the evaluation of the effectiveness of supervising services of the school.

> "Since the development of any programme for improvement in a school is a cooperative process in which the faculty participates in selecting goalsand determining the procedures to be used, it is equally important that they have a voice in determining the procedures to be used in evaluation." 47

The following are some of the evaluative criteria that can be advantageously used by individual school or school systems for determining the effectiveness of supervision. The National Council of Educational Research and Training (N.C.E.R.T.) has also developed and published evaluative criteria for school supervision and inspection.[48]

The informal or unsophisticated evaluative criteria are indicated below :

- Periodical and annual examination results or the use of Standardised Achievement Tests or S.S.C. Examination Results.

- Reduction in the rate of stagnation and wastage.

- Evidences of improved human relations.

- Evidences of improved teacher morale.

- Evidences of improved communication among teachers, between teachers and the headmaster, and the supervisor, and between the staff and management.

- Building up of open climate with democratic overtones.

- High teacher motivation.

- Innovativeness and change as reflected in curriculum re-development, increased teacher-pupil interaction in classroom teaching situations, instructionally more stimulating teaching behaviour of teachers, etc.

- Development of commitment in the principal in staff for institutional planning.

- Use of better examination and evaluation techniques in school examinations.

- Increasing pupils' and patenral satisfaction about the school.

- Enrichment of both academic and co-curricular programme of the school.

In brief, the evaluation of the supervision work to be done in schools should find a place for the involvement of the staff co-operatively, the evaluation of the total programme as well as in terms of its various parts, such as curriculum unit planning work, use of progressive and effective tools and methods of instruction, experimentation, project work, adequacy of pupils' achievements in terms of their intellectual ability and maturity, increased teacher and pupil motivation, creation of permissive climate and so on. The effectiveness of the role and functions of the supervisor should also have an important place in the evaluation programme. Methods involving evaluation of changes that have or not have taken place in school situation should also find a place in the evaluation programme of supervision. Thus, evaluation of school supervisor and his supervisory role and functions should be made, as far as possible, objective, reliable, valid, continuous, comprehensive and objective or goal based. This would provide a better and more helpful index of the effectiveness of school supervision.

1.11 CONCLUSION

Thus, in this first introductory chapter, the investigator has attempted to set forth theoretic perspectives to identify

and evaluate supervision work in the secondary schools of two
districts of Central Gujarat - one an advanced district and
second, a backward district. These perspectives constitute a
kind of reference frame for preparing the research design as
well as the examination and interpretation of the data
collected in this investigation. It would be indicated at
appropriate places where the theoretical perspectives do not
work on account of the inadequate development of supervisory
programme in the secondary schools of Central Gujarat. However,
these theoretical perspectives are intended to set forth a
norm - perhaps the ideal towards which the school systems in
Gujarat should strive to move and the Department of Education
should give all possible required help and financial assistance
to high schools to come closer to the ideal so that secondary
school instruction in the State can assume a level and
proportion conducive to adequate standards in secondary
education.

The next chapter will be devoted to a brief review of
research studied on a number of aspects touched in this
introductory chapter.

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