

RELATIONSHIPS BETWEEN WESTERN STATE
VOCATIONAL HOMEMAKING SUPERVISORS AND TEACHERS

by

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RELATIONSHIPS BETWEEN WESTERN STATE VOCATIONAL HOMEMAKING SUPERVISORS AND TEACHERS

CHAPTER I

INTRODUCTION

Purpose of the Study

Educators have many opportunities to promote and practice creative human relationships. In fact educators must be experts in dealing with other people in order to accomplish their best work. They must reduce insecurities and tensions. They must show respect for all individuals, encourage freedom of inquiry and share group undertakings.

Since the greatest concern of the vocational homemaking supervisors and teachers is the improvement of family living, and since all people are connected with family living, homemaking education is a very important part of the total educational scheme. Anything that can be done to improve family living will have far reaching effects if it is believed that the home is the cradle of creative human relationships. However, before supervisors and teachers can be really effective, they must first create satisfying working relationships between themselves. It is the purpose of this study to determine some aspects that western state vocational homemaking supervisors and teachers believed to be found in working together satisfactorily.

Statement of the Problem

This study is an investigation of the working relationships between vocational homemaking supervisors and teachers of eight western states. Data have been collected and analyzed to ascertain the beliefs of supervisors and teachers to the following questions:

1. What influences do administrative relationships have upon supervisors and teachers?
2. What influences do time and load of both the supervisor and the teacher have upon their relationships?
3. What influences do professional attitudes have upon the relationships of supervisors and teachers?
4. What influences do supervisory visits to the school have upon the working relationships of the supervisor and the teacher?
5. What influences do person-to-person contacts have upon the relationships of supervisors and teachers?

Some answers to the following questions also were sought:

1. What beliefs do all supervisors and all teachers have as to the importance of each of the five categories? How do these beliefs compare?
2. Do the institutions from which supervisors and teachers were graduated seem to make a difference in their beliefs as to the importance of each of the five categories?
3. Is there a difference between those who have bachelor's degrees and those who have master's degrees in their beliefs in each of the five categories?

Basis of Supervision in Homemaking Education

There has been much said and written about supervisor-teacher relationships but the author was not able to find any research that had been made concerning such relationships in the area of home economics education.

If there is to be agreement that the relationships between vocational state homemaking supervisors and teachers is important, then it is necessary to understand the basis of vocational homemaking supervision. What is supervision and why is it important? What are the responsibilities of teachers in the supervisor-teacher relationship?

Vocational Homemaking Supervision

The federal program for vocational education was established in 1917 as a result of the Smith-Hughes Act. Since 1917 there have been supplementary acts concerning vocational education as it has developed. The purpose of these acts was to promote and develop vocational education by providing federal money through a plan for cooperation between the Federal Government and the states.

It is to provide training, to develop skills, abilities, understandings, attitudes, working habits, and appreciations, to enter and make progress in employment on a useful and productive basis. Vocational education is an integral part of the total education program. It makes a contribution toward the development of good citizens, including their health, social, civic, cultural, and economic interests. (3, p.1)

Vocational education is based on these ideals and it is continually improved through supervision.

Included in the Division of Vocational Education, of the United States Office of Education, is the service of home economics education. In this service there is a chief, an assistant chief and specialists who work in co-operation with the states for the development of programs of vocational homemaking education. For the purpose of supervising the various states there are five regional agents. These agents serve as leaders for stimulating in-service and pre-service training as well as being responsible for ascertaining that federal vocational money is being spent according to the requirements of vocational education acts.

The regional agents work closely with the state supervisors who in turn work with the homemaking teachers in their states.

Supervision includes administrative work. The state vocational supervisor, whose responsibilities include administrative work, sets the stage for the total homemaking education program in her state. She sets up a reimbursement plan which is sent to the federal office. It must meet the needs of in-school and out-of-school people over 14 years of age who are preparing for homemaking.

Teachers and classes must meet the standards that have been set up in the state vocational office in order for the school to be reimbursed. These standards vary from state to state.

To substantiate her program for homemaking education in her state the supervisor must also send records and reports to the federal vocational education office. In order to send in completed reports, since she is responsible to the federal government for complying with the provisions of the vocational acts, the supervisor must have the cooperation of every vocational homemaking teacher in turning in data which show how they have fulfilled a program in homemaking education worthy of being reimbursed.

A supervisor's administrative responsibilities also include starting new programs and building existing programs.

Supervisor's aim should be improvement of instruction.

There are many ways to achieve improvement of instruction. Some direct approaches may be grouped under five headings: (1) group conferences, (2) direct contacts, (3) classroom visits, (4) individual conferences, (5) evaluation. ✓

For conferences the supervisor needs to be able to provide leadership that is based on cooperative thinking and effort of the group rather than upon her authority. Group processes hold a fine opportunity for growth because

everyone in the group is involved; all must think, give and take.

Observational techniques such as field trips, audio-visual experiences and demonstrations may also be provided during conferences.

Direct contacts are "learn-by-doing" experiences. (2, p.747) Workshops, summer school, extension classes, curriculum development, and practical experiences all afford opportunities for teacher growth which supervisors should encourage. Curriculum development is particularly valuable in that it not only gives the teachers in-service training in formulating plans and policies and in opportunities to work with the supervisor and other teachers, but the curriculum itself is improved because it is based on real needs and problems.

Classroom visits provide the supervisor and the teacher an opportunity for a shared experience and then a "taking-off" place for subsequent conferences. From the standpoint of the supervisor, observation is primarily a means for learning how to help the teacher to develop her abilities and it also serves to individualize the teacher. Of utmost importance is skill in analyzing observations and ability to use them creatively along with the teacher's analysis of her own experiences. (5, p.93)

A supervisor can provide assistance during individual conferences by giving the teacher a feeling of security as well as by helping her to apply suggestions and methods. In order for the supervisor to do this, she has to know the ways that people learn and grow and how to encourage expression. She prescribes little but does much to help. (5, p.31) Barr (2, p.622) suggests that a supervisor is able to promote maximum growth and mental health, to release energy, to encourage democratic cooperation, to promote effective methods of solving problems, and to provide maximum opportunity for creative thinking. She gives the impression of being unhurried so that a teacher may feel free to seek her help.

Evaluating teacher effectiveness must be a creative cooperative enterprise because its chief function is to help the teacher and the supervisor do a better job. Guides in evaluation should be set up according to objectives, needs and problems of all concerned.

When evaluation and learning are seen as closely related activities and when both are motivated by the genuine acceptance of objectives to be worked for, the process of evaluation is an important instrument in the promotion of in-service growth and improvement. (4, p.349)

Evaluation measures progress toward goals and also makes contributions toward growth and improvement. A supervisor makes a classroom visit worthwhile only if she follows it

with evaluation. The after-visitation conference blends theoretical and research data with teaching experiences. (2, p.619)

A supervisor is a catalytic agent present in promoting and clearing the way for creative human relationships. Thus teachers grow and change for the better.

The teacher has responsibility in a supervisor-teacher relationship. The building of creative supervisor-teacher relationships is a cooperative enterprise. The teacher must realize that a supervisor's goals are the same as the teacher's goals. If the teacher is interested in growing as a person and in growing in her profession, she will welcome the help of the supervisor and she will make it her job to know how the supervisor can help. She will recognize that the supervisor's relationship with her is that of a consultant, guide and helper, just as her relationship with a student is that of a guide, aide and resource person. (1, p.17)

The writer's point of view is that supervision is the improvement of instruction through the cooperative effort of teacher and supervisor working together in a creative relationship. ✓

Summary of the Chapter

The purpose of this study is to determine some aspects that western state vocational homemaking supervisors and teachers believed to be found satisfying in working together. The need of this study is based on the importance of human relationships in the world today. There has been much written and verbal emphasis on working relationships and on supervision, but there has been no research study made. Vocational education assumes the importance of supervision and of relationships. It also is concerned with promoting improved home and family living by meeting individual and community needs.

This study concerns itself with the broad beliefs of supervisors and teachers and the comparison of these beliefs. It centers around administrative relationships, time and load relationships, professional attitudes, supervisory visits and person-to-person relationships.

Chapter II contains the method of obtaining the data upon which this study is based.

CHAPTER II

METHOD OF PROCEDURE

In order to conduct an investigation of the working relationships between western state vocational homemaking supervisors and teachers a method had to be found to examine the beliefs of supervisors and teachers as to the importance of their working relationships. To discover these beliefs it was necessary to use a number of states in order to have opinions of even a small group of supervisors and to have a cross-section of opinions from teachers. Because a more extensive sampling of participants could be obtained with a reasonable amount of time and expense it was decided to employ a questionnaire as the means of collecting data.

Construction of Questionnaire

The first aim was to construct a questionnaire which could be answered by both supervisors and teachers in order to obtain the reaction of both groups. It was believed important that the items for the questionnaire must be generally accepted as influencing supervisor-teacher relationships. To obtain these items seven homemaking teachers and supervisors were asked to list items that they had found important in working with others in home economics education. Items were also collected from evaluation forms,

student teaching mimeographed material and from reviewing literature on supervision. These items were then sorted and duplicates or incongruous items were eliminated. The remaining statements were grouped into the following categories: (1) administrative relationships, (2) time and load of both the supervisor and the teacher relationships, (3) professional attitudes, (4) supervisory visits and (5) person-to-person relationships.

Seventy-two items were set up for criticism by three teacher trainers. On the basis of the criticisms of these people, 63 items appeared in the questionnaire as it was checked by respondents from eight western states. An effort was made to have a nearly equal number of statements related to the teacher and to the supervisor. This was not possible, however, because the jury of judges found more items relating to the supervisor than to the teacher. The final questionnaire had 36 items which emphasized the supervisor in the supervisor-teacher relationship and 27 items which emphasized the teacher. To show the need for this difference the first three statements in the questionnaire are given.

1. A supervisor makes it clear to the administrator and the teacher what is expected of a school in order to qualify for reimbursement.
2. A teacher makes an effort to check with the supervisor when requirements or standards are not clear.

3. A supervisor sends requests for information and reports with clearly stated deadlines and directions.

Respondents were asked to rate the items by degrees of importance. They were asked to check an item as most important in the supervisor-teacher relationship; important; not important; or to say that they were uncertain as to the importance in a supervisor-teacher relationship.

Because people with different backgrounds often have different beliefs and in order to know something of the beliefs of those participating in the study, it was thought necessary to include a section of the questionnaire which dealt with questions concerning the professional background of participants. In this section there were questions concerning the type of college or university from which each participant received her last degree, the degree received, the number of years spent in teaching vocational homemaking and the number of years spent in her present position. Further findings into the background of the teachers were ascertained by questioning the enrollment of students in the high school where they were employed and the number of students enrolled in their homemaking classes.

Distribution of the Questionnaire

While the questionnaire was being constructed vocational state supervisors in ten western states of the Pacific Region were asked to participate in this study themselves and to send the names and addresses of the homemaking teachers in their state if they were willing to participate and to have their teachers participate. The original letter to the supervisors also mentioned that the study was to be an inclusive one and would not be used for evaluating individuals or individual states. Permission and enthusiasm for gaining such help was secured from eight states. Then questionnaires were sent to 411 vocational homemaking teachers and to 20 state supervisors in these states. Of the 411 questionnaires sent to teachers 250 or 62 per cent were returned in time to be used. Eighteen additional ones were returned later. A total of 65 per cent of the teachers thought a study of the relationships of supervisors and teachers was important enough to take time to record their beliefs, although only 62 per cent were used in this study.

Because there were only 13 vocational state supervisors and assistants in these eight western states, seven additional former state supervisors and assistant state supervisors were also asked to participate in this study in order to obtain a larger sampling. These 20 supervisors

responded 100 per cent. There was no differentiation made in the supervisor group between the state supervisors and assistant state supervisors, and between those now employed and those in full-time homemaking. This group of 20 was treated as a unit.

It was said previously that ten western states were asked to participate. Eight responded affirmatively. (Table A, Appendix)

Of the 411 questionnaires mailed to teachers 90 were sent to Colorado. Of these 90, 65 or 72 per cent were returned. Oregon provided the names of 57 teachers and 41 individuals or 72 per cent of them returned their questionnaires. Teachers from Colorado provided one-fourth of the questionnaires used in this study. Teachers from Arizona, Montana, Nevada, New Mexico, Oregon, Utah and Wyoming provided the other 75 per cent of the 250 participants. In every state at least 44 per cent of those who were asked to participate returned their questionnaires in time to have them used.

Summary

A questionnaire was constructed which contained professional background questions and items concerned with supervisor-teacher relationships. This questionnaire was then distributed to 411 teachers and 20 supervisors.

Sixty-two per cent of the questionnaires which were sent to the teachers were returned in time to use and 100 per cent of the questionnaires which were sent to the supervisors were returned and used.

The following chapter will include the analysis of data which were obtained from this questionnaire.

CHAPTER III

ANALYSIS OF DATA

This study was made to determine what teachers and supervisors of vocational homemaking education believed to be important in relationships of working together.

A questionnaire which was sent to these home economics educationists in eight western states contained two parts: (1) questions which asked for data concerning the professional background of teachers and supervisors and (2) 63 statements concerning the beliefs of both teachers and supervisors about their working relationships.

The first section included questions which asked for data about: the education of supervisors and teachers and their high school homemaking teaching experience, the enrollment in the homemaking teachers' schools and in their homemaking classes.

The latter part of the questionnaire was set up in spirals of statements to which the participants were asked to react. These spirals were made up of five categories: (1) administrative relationships, (2) time and load relationships of both the supervisor and teacher, (3) professional attitudes, (4) supervisory visits and (5) person-to-person relationships. From these five spirals a picture of the supervisor and teacher participants' beliefs about

relationships has been obtained. These data furnish information which might form a basis on which to build better relationships and understandings of the jobs, of the individual and of the common objectives of both supervisors and teachers. In order to understand the reactions of the 250 homemaking teachers and 20 supervisors to the 63 statements it is first necessary to know something of their background. These items will be discussed first.

Professional Background of Participants

Background of the Teacher Participants

The 250 teacher participants in this study were asked to give certain data concerning their professional background. These data included questions such as: the type of institution from which they received their last degrees, the degrees that they received, the number of years spent in teaching vocational homemaking, the number of students in their schools and the enrollment in their homemaking classes.

The data also showed that 92 of the 250 teacher participants received their degrees from states other than where they were teaching. In the eight western states 37 per cent were out-of-state teachers. Twelve of these out-of-state teachers had received master's degrees. In other words, of the 26 individuals who had master's degrees 12

(46 per cent) received those degrees in states other than where they were working. Eighty who received bachelor's degrees from institutions not in the state where they were teaching make up 36 per cent of those having bachelor's degrees.

Table 1 includes types of institutions from which all teacher participants were graduated. The colleges and universities were grouped into four categories: (1) Land-Grant institutions, (2) state teachers colleges and universities, (3) other state institutions, and (4) private teachers and other private colleges and universities.

Table 1

Institutions From Which
Participants Received Degrees

Institution	Number	Per Cent	Bachelor's Degrees		Master's Degrees	
			No.	%	No.	%
Land-Grant	157	63	141	56	16	7
State Teachers	31	12	25	10	6	2
Other State	34	14	33	13	1	1
Private	25	10	22	9	3	1
No Answer	<u>3</u>	<u>1</u>	—	—	—	—
Total	250	100	221	88	26	11

Degrees from Land-Grant institutions were received by 63 per cent of the 250 teacher participants, whereas the remaining 37 per cent is divided almost equally between those who received their degrees from state teachers colleges, other state institutions and private colleges.

Only 26 individuals or 11 per cent of the 250 participants have master's degrees. Of those who have degrees from Land-Grant institutions, 56 per cent have bachelor's degrees and only seven per cent have master's degrees. However, of the 26 participants who have master's degrees 16 received their master's degrees from Land-Grant institutions. Ten per cent received bachelor's degrees from state teachers colleges and two per cent received master's degrees from the same type of institution. Thirteen per cent received bachelor's degrees and one per cent received master's degrees from all other types of state institutions besides Land-Grant and teachers colleges or universities. Only nine per cent received bachelor's degrees and one per cent received master's degrees from private institutions.

Whereas Table 1 shows the breakdown of each type of institution in relationship to the total group of participants, Table 2 shows the percentage of bachelor's and master's degrees represented by each type of institution.

Table 2

Comparison of Institutions Where
Teacher Participants Earned Degrees
 (247 cases*)

Institution	Bachelor's Degrees		Master's Degrees	
	No.	%	No.	%
Land-Grant	141	64	16	62
State Teachers	25	11	6	23
Other State	33	15	1	4
Private	<u>22</u>	<u>10</u>	<u>3</u>	<u>11</u>
Total	221	100	26	100

*No answer from three.

Two-thirds of each group, those having master's degrees and those having bachelor's degrees, received them from Land-Grant institutions. Of the remaining, one-third of the master's degrees (23 per cent) were received from state teachers colleges, whereas the remaining one-third of the bachelor's degrees were received more equally divided from the other three types of institutions, state teachers colleges, other state institutions or private institutions.

Table 3 shows the number of years that the teachers who participated in this study have spent in teaching homemaking.

Table 3

Years Teacher Participants
Have Taught Homemaking
 (250 cases)

<u>Years</u>	<u>Number</u>	<u>Per Cent</u>
1-3	95	38
4-9	75	30
10-19	54	22
20 and Over	23	9
No Answer	<u>3</u>	<u>1</u>
Total	250	100

Of the 250 participants, the greatest number have taught one to three years only. In fact, this table shows that teacher participants in this study are probably a comparatively young group of teachers since almost 40 per cent had taught only one to three years and another 30 per cent had taught from four to nine years. Only nine per cent have taught over 20 years.

Closely allied to the number of years which a teacher has taught homemaking is the number of years she has spent in the position where she was employed when she answered the questionnaire. Table 4 shows these figures.

Table 4
Years Spent in Their Present Position
by Teacher Participants
 (250 cases)

<u>Years</u>	<u>Number</u>	<u>Per Cent</u>
1-3	157	62
4-9	59	24
10-19	20	8
20 and Over	9	4
No Answer	<u>5</u>	<u>2</u>
Total	250	100

Table 4 shows the short tenure of this group of home-making teachers. Nearly two-thirds of the teacher participants have taught in their present position for only one to three years; 24 per cent have stayed in the same school four to nine years. Only 12 per cent have taught in the same school for more than ten years.

From the combined figures in Tables 3 and 4 it may be seen that nearly half of the participants based their opinions on more than one job. This may be seen by finding the difference in each grouping of the number of years spent in teaching homemaking and the number of years spent in the present position. For example, the difference between the 62 per cent who have stayed in their present position one to three years and the 38 per cent who have

taught one to three years is 24 per cent. Thirty per cent have taught four to nine years, 24 per cent have taught in the same position for this length of time; therefore, six per cent of this group have changed positions. There is a 14 per cent difference in the ten-to-19 year group and a five per cent difference in the 20 years and over group. These two tables show that although some of the participants have taught more than 20 years, the greater number (62 per cent) have not been in their present positions longer than three years.

The teacher participants are employed in high schools of varying sizes as may be seen in Table 5.

Table 5
Enrollment of High Schools
Where Participants are Employed
 (250 cases)

Range of Enrollment	Number of Teachers	Per Cent
0-99	30	12
100-199	56	22
200-299	37	15
300-399	25	10
400-499	26	10
500-599	15	6
600-699	12	5
700-799	4	2
800-899	4	2
900-999	3	1
1000-1999	17	7
2000 and Over	7	3
No Answer	<u>14</u>	<u>5</u>
Total	250	100

Only one-fourth of the participants are employed in schools with an enrollment of over 500. The remaining three-fourths of the participants are equally divided in schools of under 200 or having from 200 to 500 students.

The participants work with varying numbers of students in their homemaking classes as Table 6 illustrates.

Table 6

Enrollment in Homemaking Classes
of Participants
(250 cases)

Range of Enrollment	Number of Teachers	Per Cent
0-19	14	6
20-39	48	19
40-59	37	14
60-79	50	20
80-99	45	18
100-119	25	10
120-139	14	6
140-159	9	4
160-179	3	1
No Answer	<u>5</u>	<u>2</u>
Total	250	100

Only one-fifth of the participants are teaching 100 or more homemaking students per day in their classes. Half of the participants have an enrollment of 40 to 100 in their homemaking classes and the remainder of the participants have homemaking classes of less than 40.

Summary. The background of the 250 teacher participants may be summarized as follows: a large percentage received their degrees from Land-Grant institutions, only a small percentage have master's degrees. They are probably comparatively young in years but nearly half based their opinions on more than one job. Seventy-five per cent are employed in schools with an enrollment of over 500 students or fewer, and 80 per cent have fewer than 100 students enrolled in their homemaking classes.

The background of the supervisors too may make a difference in the way that they responded to the questionnaire; therefore, it was necessary to learn about their professional life.

Background of the Supervisors

The 20 vocational state supervisors who were participants in this study were asked to give certain data concerning their professional background. These data included questions as to the type of institutions from which they received last degrees, degrees received, number of years spent in teaching vocational homemaking and years spent in their present positions.

The data also showed that 12 of the 20 participants received their degrees in states other than where they are

now living. In the eight western states 60 per cent either were from another state or went to an institution in another state to receive their last degrees which, with one exception, were master's degrees.

Degrees from Land-Grant institutions were received by 80 per cent of the supervisors, whereas an equal number of the remaining 20 per cent received their degrees from state teachers and private colleges or universities.

Three of the 20 supervisors have bachelor's degrees: two of these supervisors received their degrees from state teachers colleges while the third degree was obtained from a Land-Grant institution. Of the 17 supervisors having master's degrees, 15 received theirs from Land-Grant institutions, and the remaining two degrees were received from private colleges or universities.

Table 7 shows the years that the supervisors taught homemaking before working in a supervisory capacity.

Table 7

Years Supervisor Participants Taught Homemaking
(20 cases)

Years	Number	Per Cent
1-3	2	10
4-9	11	55
10-19	6	30
20 and Over	<u>1</u>	<u>5</u>
Total	20	100

All supervisors would necessarily have had classroom experience before becoming state supervisors. Table 7 shows that ninety per cent taught four years or more. Nearly two-thirds of the participants started supervisory work after they had taught less than ten years, so they were probably comparatively young when they started their new roles as supervisors.

Five of the participants, former vocational state supervisors, are now homemakers. Four of these were assistant supervisors from one to three years. One of these four went from state supervision to city supervision where she served about ten years. She is now retired. The fifth who is a full-time homemaker was a state supervisor for at least ten years.

A sixth participant has worked for ten years with the state supervisory program. In one state she was itinerant teacher trainer, in another, assistant supervisor, and in her present position as teacher trainer at a Land-Grant institution she has acted as a substitute when there was no state supervisor.

A seventh participant worked as an assistant state supervisor for five years and for the past five years has worked as teacher trainer in a Land-Grant institution.

Table 8 shows the number of years that the remaining 13 supervisor participants have spent in their present positions.

Table 8
Years Spent in Supervisory Position
(13 cases)

<u>Years</u>	<u>Number</u>	<u>Per Cent</u>
1-3	4	31
4-9	5	38
10-19	3	23
20 and Over	<u>1</u>	<u>8</u>
Total	13	100

From Table 8 it may be seen that almost an equal number of participants who are now serving as vocational state supervisors have spent less than four years, from four to nine years, and ten or more years in their present positions.

Summary

The background of the 20 supervisor participants may be summarized as follows: 80 per cent of the supervisors received degrees from Land-Grant institutions and 85 per cent have master's degrees; they have spent a varied number of years in their present positions.

Beliefs Concerning Working Relationships
of Supervisors and Teachers

An over-all picture of the reactions of participants to certain statements concerning supervisor-teacher relationships was desired. To obtain these reactions the participants in this study were asked to mark each of 63 statements in the questionnaire as to whether or not they believed that the statement was most important in the supervisor-teacher relationship, important or not important in the supervisor-teacher relationship, or whether or not they felt uncertain as to its importance. Some items were left blank.

For the purpose of analyzing these data the writer has grouped together the responses marked important and most important. Those statements about which respondents felt uncertain, those which they left blank, and those which were marked "not important" will be referred to as "questioned" statements or "questioned" categories.

To show the beliefs of teachers and supervisors toward their working relationships an over-all view of the responses to the 63 statements in the five categories will be given first. Then the questioned items will be discussed by categories. Next, the responses of participants will be analyzed in relationship to certain factors in their educational background. Finally, those

statements which were considered not important will be discussed.

The questionnaire which was used as a basis for this study had 63 statements which were grouped into five categories. These are as follows:

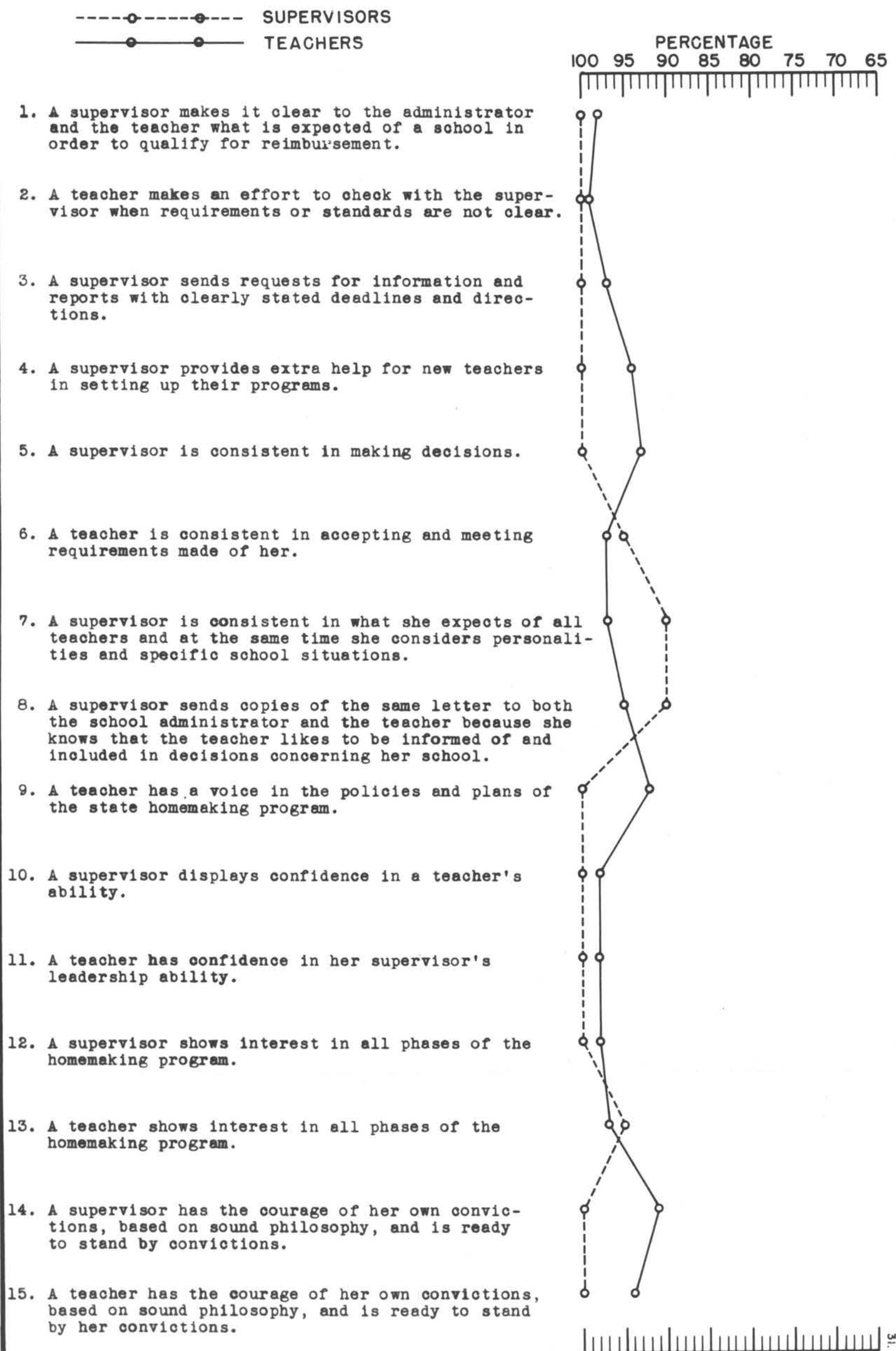
1. Administrative Relationships.
2. Time and Load Relationships.
3. Professional Attitudes.
4. Supervisor Visits.
5. Person-to-person Relationships.

Responses to Five Categories

Beliefs about administrative relationships. Figure I shows the percentage of the participants who believed that the statements made concerning administrative relationships are either most important or important in the working relationships of supervisors and teachers.

On the whole the statements which were listed under administrative relationships were considered most important or important by most participants. From Figure I it may be noted that only four of the 15 statements were believed to be important by more teachers than supervisors. Even then the variation in beliefs was slight. Only two of these four statements were questioned as to their importance by as many as ten per cent of the supervisors.

FIGURE 1
ADMINISTRATIVE RELATIONSHIPS BELIEVED TO BE IMPORTANT IN THE
SUPERVISOR-TEACHER RELATIONSHIPS



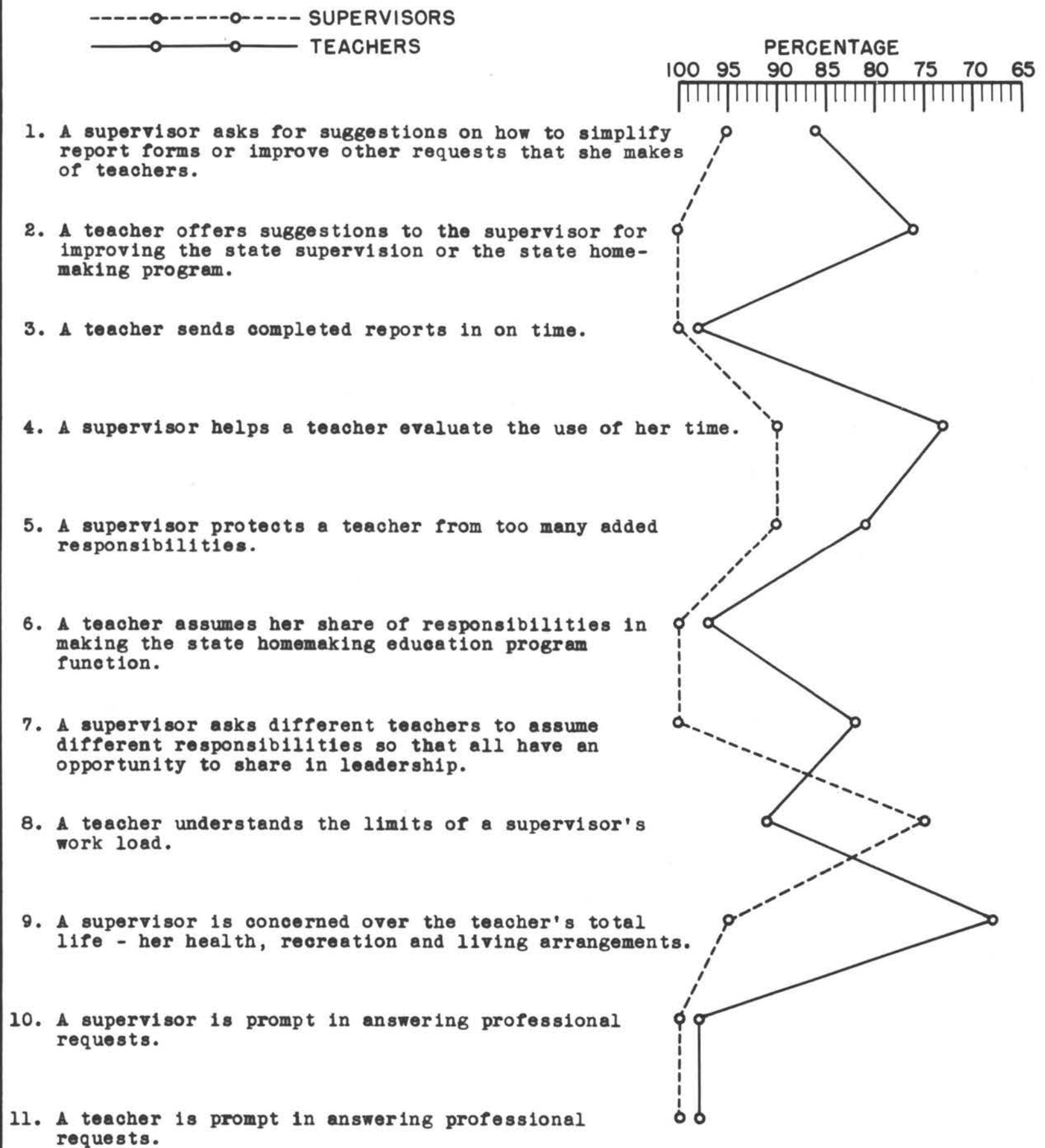
These two items were lower than any of the teachers' responses, however.

One hundred per cent of the supervisors believed that 11 of the 15 statements were most important or important. Two of the items which some of the supervisors did question were concerned with consistency. Two supervisors added notes to these items: "not sure that it is possible!" and "one can never expect the same from all teachers. It is impossible to be consistent; only as far as policies are concerned, because the experience and background of the teacher in a particular school with its own problems, have to be met, if a homemaking program is to meet the needs of students in that area is to be considered. My philosophy of homemaking education does not call for consistency, but needs to be met."

Beliefs about time and load relationships. Figure II shows a great variation in the percentages of participants who believed that the statements made concerning time and load were either most important or important in the working relationships of supervisors and teachers.

From the appearance of Figure II it may be assumed that the participants did not believe that the items listed under time and load relationships were worthy of the same degree of importance as the administrative relationships category.

FIGURE 2
TIME AND LOAD RELATIONSHIPS BELIEVED TO BE IMPORTANT IN THE
SUPERVISOR-TEACHER RELATIONSHIPS



All statements, with the exception of one, were believed to be most important or important by more supervisors than teachers. In this one exception, interestingly enough, there were 16 per cent more teachers than supervisors who believed that it was important for the teacher to understand the limits of a supervisor's work load.

Six of the statements were questioned by more than ten per cent of the teachers. The teacher participants questioned the importance in the supervisor-teacher relationship of a supervisor asking for suggestions on how to simplify report forms or improve other requests that she makes of her teachers. They also questioned the importance of a teacher offering suggestions to the supervisor for improving the state supervision of the state homemaking program. Twenty-seven per cent of the teachers questioned the importance of a supervisor helping a teacher to evaluate the use of the teacher's time. It is interesting to note that in the first four items in the time and load category three items were questioned as to importance by 14 per cent or more of the teachers. The one remaining item questioned by only two per cent of the teachers refers to the fact that a teacher is prompt in professional requests.

Eighty-one per cent of the teachers believed it important for a supervisor to protect a teacher from too

many added responsibilities. Ninety-seven per cent of the teachers believed that it is important in a supervisor-teacher relationship for a teacher to assume her share of the responsibilities in making the state homemaking education program function; but only 82 per cent believed that it is important for a supervisor to ask different teachers to assume different responsibilities so that all have an opportunity to share in leadership. This may mean that teachers believed that they should share in responsibilities but should not have to be asked to share administrative policies.

Ninety-one per cent of the teachers thought that it is important for a teacher to understand the limits of a supervisor's work load, but only 68 per cent thought that it is important for a supervisor to be concerned over the teacher's total life. It is interesting to note that the supervisor response was just the opposite. Only 75 per cent of the supervisors believed that it is important for a teacher to understand the limits of a supervisor's work load while 95 per cent believed that it is important for a supervisor to be concerned over the teacher's total life.

Almost 100 per cent of both the supervisor and the teacher groups believed that it is important for supervisors

and teachers to be prompt in answering professional requests.

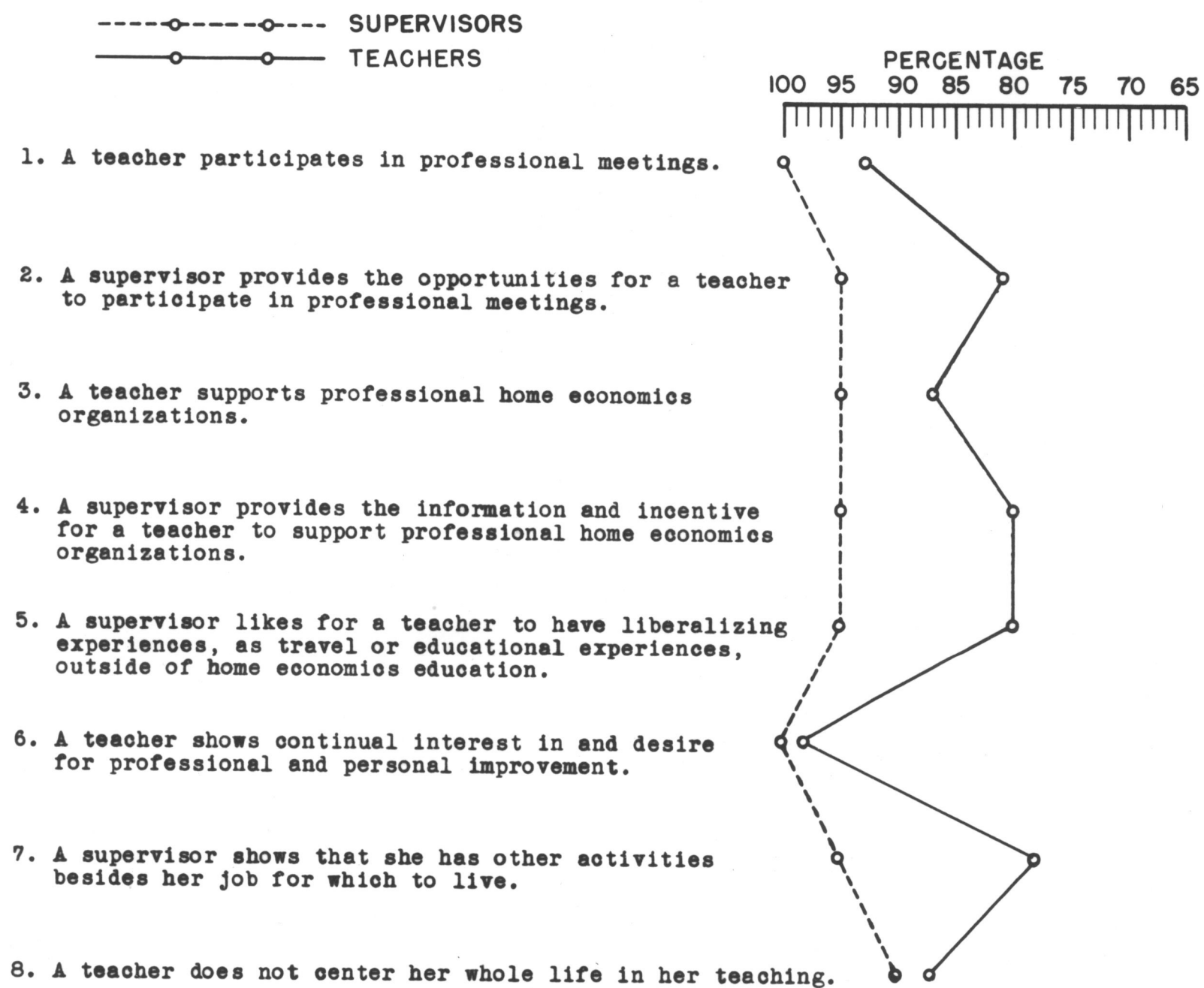
Beliefs about professional attitudes. Figure III shows the percentage of participants who believed that the statements made concerning professional attitudes are either most important or important in the working relationships of teachers and supervisors.

In looking at Figure III it may be seen that almost all of the supervisor participants believed that all of the statements listed under professional attitudes are important in the supervisor-teacher relationship. Of the eight items in the category all but one was considered important by 95 to 100 per cent of the supervisors. Only 90 per cent of the supervisors believed a teacher should not center her whole life in teaching.

There is not a single item that the total percentage of teacher participants believed to be as important as did the supervisor participants. In fact only two items were checked by 90 per cent or more of the teachers as being important or most important.

Ninety-three per cent of the teachers believed it is important for a teacher to participate in professional meetings, but only 81 per cent believed that it is important for a supervisor to provide the opportunities for a

FIGURE 3
PROFESSIONAL ATTITUDES BELIEVED TO BE IMPORTANT IN THE
SUPERVISOR-TEACHER RELATIONSHIPS



teacher to participate. This appears to be a conflict in response.

Similarly 87 per cent of the teachers believed that it is important for a teacher to support professional home economics organizations but only 80 per cent believed that it is important for a supervisor to provide the information and incentive for a teacher to support these organizations.

Again there seems to be a similarity in the beliefs of the teacher participants. Eighty per cent of the teacher participants believed that it is important for a supervisor to like a teacher to have liberalizing experiences, outside of home economics education, while 98 per cent believed that it is important for a teacher to show continual interest in and desire for professional and personal improvement.

The final two items in this spiral of professional attitudes also shows that teachers tend not to understand a supervisor's job. Only 78 per cent believed that it is important for a supervisor to have other activities besides her job for which to live, but 87 per cent believed that a teacher should not center her whole life in teaching.

This spiral shows that teachers expected much of themselves but probably do not understand a supervisor's

job, since they were so reluctant to have help or suggestions.

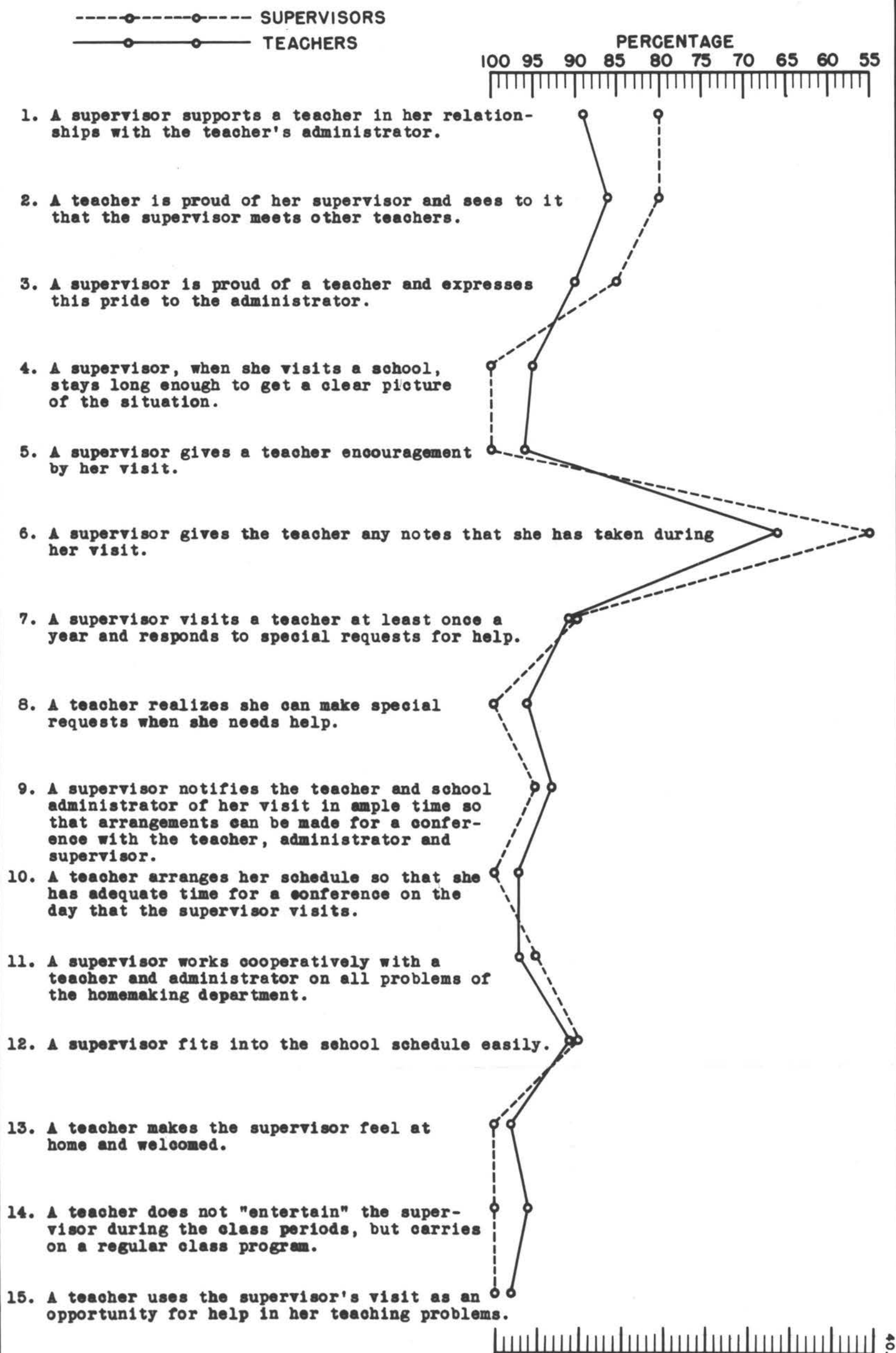
Beliefs about supervisory visits. Figure IV shows the percentage of participants who believed that the statements made concerning supervisory visits were either most important or important in the working relationships of teachers and supervisors.

It is remarkable to see in Figure IV that the beliefs of supervisor and teacher participants are so closely correlated concerning the importance of supervisory visits.

The item that stands out most is number six. Only 55 per cent of the supervisors and 66 per cent of the teachers believed that it is important to the supervisor-teacher relationship for a supervisor to give the teacher any notes that she has taken during her visit. These percentages are the lowest in any of the 63 statements. Supervisors and teachers thought that it is important for a supervisor to stay long enough when she visits to get a clear picture and for her to give the teacher encouragement by her visit.

The first grouping is significant in that a lesser percentage of the supervisor participants believed these three items to be important to a supervisor-teacher relationship. Ten per cent or more of both participant groups questioned the importance of a supervisor supporting a

FIGURE 4
SUPERVISORY VISITS BELIEVED TO BE IMPORTANT IN THE
SUPERVISOR-TEACHER RELATIONSHIPS



teacher in her relationships with the teacher's administrator, however, and also questioned the importance of mutual pride between supervisor and teacher.

Both groups of participants believed that it is less important for a supervisor to visit a teacher at least once a year and to respond to special requests for help than it is for a teacher to realize that she can make a special request for help.

Statements nine, ten and 11 in Figure IV make a grouping which was accepted as being important by both of the participating groups. The percentage was slightly lower in the item which suggested that a supervisor notify the teacher and administrator of her visit than it was in the statements which suggested that a teacher arrange her schedule so that she has adequate time for a conference and that a supervisor work cooperatively with a teacher and administrator on all problems of the homemaking department.

Nearly ten per cent of all of the participants questioned the importance of a supervisor fitting into the school schedule easily, but nearly all of the participants believed that it is important for a teacher to make the supervisor feel at home and welcome.

The final two statements in the spiral are believed to be important to the supervisor-teacher relationship by

nearly all of the participants. They believed it important that a teacher does not entertain the supervisor during class periods, but carries on a regular class program; and they believed that it is important for a teacher to use the supervisor's visit as an opportunity for help in her teaching problems.

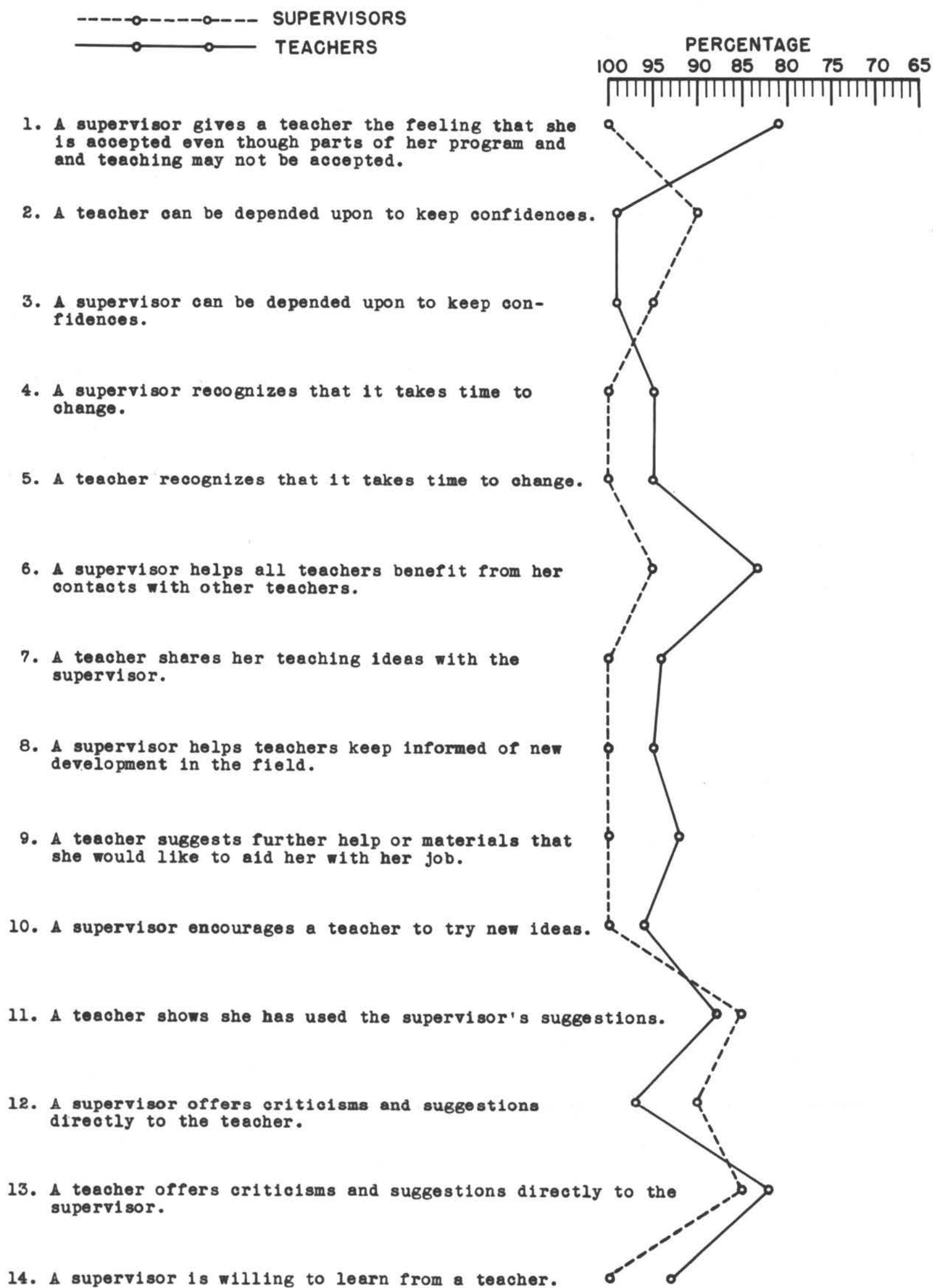
Beliefs about person-to-person relationships. Figure V shows the percentage of participants who believed that the statements made concerning person-to-person relationships are either most important or important in the working relationships of supervisors and teachers.

From Figure V it may be observed that there was some disagreement between supervisors and teachers as to the importance of person-to-person relationships. However, none of the items were questioned by more than 19 per cent of either group.

The first statement is interesting in that only 81 per cent of the teachers but 100 per cent of the supervisors believed that it is important for a supervisor to give a teacher the feeling that she is accepted even though parts of her program and teaching may not be accepted.

Teachers thought that it is more important than did supervisors to the supervisor-teacher relationship for a supervisor and a teacher to keep confidences. However,

FIGURE 5
PERSON-TO-PERSON RELATIONSHIPS BELIEVED TO BE IMPORTANT
IN THE SUPERVISOR-TEACHER RELATIONSHIPS



at least 90 per cent of each group thought that it was important.

The next seven statements were nearly consistent in the response from the two participant groups. A higher percentage of the supervisors believed the items to be important. Both groups believed that it is important for a supervisor and a teacher to recognize that it takes time to change. Both question to some degree the importance of a supervisor helping all teachers to benefit from her contacts with other teachers; however, a large percentage of both groups believed it important for a teacher to share her teaching ideas with the supervisor.

The largest percentage of both participant groups believed it is important for a supervisor to help teachers keep informed, for a teacher to suggest further help or materials she would like, and for a supervisor to encourage a teacher to try new ideas.

Twelve per cent of the teacher participants and 15 per cent of the supervisor participants questioned the importance of a teacher showing that she has used the supervisor's suggestions.

Ninety per cent of the supervisors and 97 per cent of the teachers believed that it is important for a supervisor to offer criticisms and suggestions directly to the teacher, while only 85 per cent of the supervisors and 82

per cent of the teachers believed that it is important for a teacher to offer criticisms and suggestions directly to the supervisor.

Most of the participants believed that it is important for a supervisor to be willing to learn from a teacher; however, it is interesting to note that fewer teacher participants believed this than supervisor participants.

Summary. From the preceding discussion it may be concluded that the teacher and supervisor participants in this study had various beliefs concerning the importance of the statements included in the five categories to their working relationships.

Ninety per cent or more of all of the participants believed that each item in the administrative relationships category was important.

There is more variation in what is believed to be important in the group of statements dealing with time and load relationships. Ten per cent or more of the teacher participants questioned six of the 11 items. Ten per cent or more of the supervisor participants questioned only three of the items. Many teachers seemed to expect themselves to accept responsibilities but did not wish for help in problems which might be found in this category.

Evidently they did not understand the function of the supervisor and wished to feel entirely independent of her rather than rely on supporting relationships from her. These teachers thought that it is important for a teacher to understand the limits of a supervisor's work load but did not think that it is important for a supervisor to be concerned over the teacher's total life. The supervisors believed just the opposite: that it is important for a supervisor to be concerned over the teacher's total life, but that it is not important for a teacher to understand the limits of a supervisor's work load.

The supervisor participants believed that professional attitudes are important in their relationships with teachers. Teachers, however, rate these statements with varying degrees of importance. It tends to show that teachers are lacking in professional attitudes and that they again expect much of themselves but do not understand that it is part of a supervisor's job to promote professional growth.

All participants tended to place a more similar degree of importance upon the statements made concerning supervisor visits. Both groups of participants believed that it is important for the supervisor to visit, but they did not think that it is important for the supervisor to give the teacher any notes that she has taken during her visit.

The participants seemed generally to believe that it is important to show common courtesies; still their response seemed to indicate that they do not have a complete understanding of the purpose of the supervisor's visit nor of the helps that could be gained from a supervisor's visit.

The doubts that seemed to arise as to the importance of the person-to-person relationships seemed to indicate that there is a lack of understanding between the teachers and supervisors. On the whole, teachers seemed to consider the items in the person-to-person relationships category less important than do supervisors.

Questioned Statements Discussed by Categories

After each category was analyzed to see the reaction and comparison of each group of participants, it then seemed desirable to have an over-all picture of the questioned items in each category.

Table 9 shows the number and percentage of the items which were questioned in each category by ten per cent or more of the participants. For example, of the 15 items in the category of administrative relationships ten per cent or more of the teachers did not question any of these items. Two of the 15 items were questioned by ten per cent or more of the supervisors.

Table 9

Statements Questioned in Each Category by
Ten Per Cent or More of the Teachers and Supervisors

Statements Concerning	Total	Statements Questioned by Ten Per Cent or More:			
		Teachers		Supervisors	
		No.	%	No.	%
Administrative Relationships	15	0	0	2	13
Time and Load Relationships	11	6	55	3	27
Professional Attitudes	8	6	75	0	0
Supervisory Visits	15	4	27	7	47
Person-to-person Relationships	<u>14</u>	<u>4</u>	29	<u>4</u>	29
Total	63	20		16	

Table 9 shows that of the total number of 63 statements made concerning supervisor-teacher relationships approximately one-third were questioned by ten per cent or more of the teachers and one-fourth were questioned by ten per cent or more of the supervisors.

Ten per cent or more of the teachers questioned 75 per cent of the statements made concerning professional attitudes, whereas ten per cent or more of the supervisors questioned none of these statements.

Ten per cent or more of the supervisors questioned 13

per cent of items in administrative relationships. None of the teachers questioned this category.

Supervisors also questioned more items (47 per cent) concerning supervisory visits than did teachers, who questioned only 27 per cent.

Ten per cent or more of the teachers were more concerned over time and load relationships than were supervisors. They questioned 55 per cent of the items as compared to 27 per cent questioned by the supervisors.

Ten per cent or more of both the teachers and supervisors questioned 29 per cent of the person-to-person relationships.

From the picture gained in looking at Table 9 the conclusion may be drawn that supervisors may need a better understanding of administrative attitudes and supervisory visits. Teachers may need a better understanding of time and load relationships and of professional attitudes. Both groups need to look at their person-to-person relationships. This conclusion can only be drawn if it is assumed that questioning an item means lack of understanding in the area of the item.

Table 10 shows the number and percentage of the statements which were questioned in each category by 20 per cent or more of the participants.

Table 10

Statements Questioned in Each Category by
20 Per Cent or More of the Teachers and Supervisors

Statements Concerning	Total	Statements Questioned by 20 Per Cent or More:			
		Teachers		Supervisors	
		No.	%	No.	%
Administrative Relationships	15	0	0	0	0
Time and Load Relationships	11	3	27	1	9
Professional Attitudes	8	3	38	0	0
Supervisory Visits	15	1	7	3	20
Person-to-person Relationships	<u>14</u>	<u>0</u>	0	<u>0</u>	0
Total	63	7		4	

In comparing Table 9 with Table 10 it may be seen that there is a large drop in the number of items questioned by 20 per cent or more of the participants as compared with the number of items questioned by ten per cent or more of the participants.

Table 10 shows that nearly twice as many items are questioned by 20 per cent or more of the teachers as by 20 per cent or more of the supervisors.

It is also interesting to note that in neither group do 20 per cent or more of the participants question either

the category of administrative relationships or the category of person-to-person relationships.

The group still most questioned by teachers is that of professional attitudes. The supervisors do not question any of the items under this category.

One-third as many of the time and load relationship items are questioned by 20 per cent or more of the supervisor participants as by the same percentage of teacher participants. Twenty per cent or more of the teachers questioned 27 per cent of the items; only nine per cent of the items are questioned by the supervisor participants.

In direct reversal 20 per cent of the category concerning supervisory visit items were questioned by the supervisors, whereas the same percentage of teachers questioned only seven per cent or nearly one-third as many.

After this over-all picture of the items questioned by the participants was obtained, then the responses were analyzed according to the various educational backgrounds of the participants.

Questioned Statements Discussed According to Educational Background of Participants

In order to find out if the responses of participants were influenced by their educational background, the degrees of importance placed on each statement by supervisors

and teachers who graduated from different institutions were tabulated. A comparison was also made between those participants who have master's degrees and those who have bachelor's degrees.

Did the type of institution influence responses? The writer endeavored to find out if the type of institution from which the participants were graduated made a difference in their responses to the statements concerning the working relationships of state vocational homemaking teachers and supervisors. The degrees of importance placed on each statement by supervisors and teachers who graduated from different institutions were tabulated.

The institutions were grouped according to the way they were financed: Land-Grant institutions; other state institutions; state teachers colleges; and private teachers institutions.

As was shown in Table 1, 63 per cent of the teachers were graduated from Land-Grant institutions. The remainder of the teachers were almost equally divided in being graduated from other state colleges, state teachers colleges and private institutions. As discussed earlier, 80 per cent of the supervisors were graduated from Land-Grant institutions and the other 20 per cent were graduated from state teachers colleges and private institutions.

Tables 11 and 12 show the number and percentage of items which were questioned by ten per cent or more of the participants, grouped according to the type of institution from which they were graduated.

Table 11

Statements Questioned by Ten Per Cent or More
of the Teacher Participants Who Were Graduated
from Various Types of Institutions

Statements Concerning	Total	Statements Questioned by Grad's. of:							
		Land- Grant Insti- tutions		Other State Insti- tutions		State Teachers Colleges		Private Insti- tutions	
		No.	%	No.	%	No.	%	No.	%
Administrative Relationships	15	0	0	3	20	1	7	3	20
Time and Load Relationships	11	6	54	5	45	6	54	5	45
Professional Attitudes	8	6	75	5	63	5	63	6	75
Supervisory Visits	15	3	20	4	27	5	33	4	27
Person-to-person Relationships	<u>14</u>	<u>4</u>	29	<u>5</u>	36	<u>3</u>	21	<u>1</u>	7
Total	63	19		22		20		19	

Table 12

Statements Questioned by Ten Per Cent or More
of the Supervisor Participants Who Were Graduated
from Various Types of Institutions

Statements Concerning	Total	Statements Questioned by Grad's. of:							
		Land-Grant Insti- tutions		Other State Insti- tutions		State Teachers Colleges		Private Insti- tutions	
		No.	%	No.	%	No.	%	No.	%
Administrative Relationships	15	1	7	0	0	0	0	0	0
Time and Load Relationships	11	2	18	0	0	0	0	0	0
Professional Attitudes	8	0	0	0	0	0	0	0	0
Supervisory Visits	15	6	40	0	0	0	0	1	7
Person-to-person Relationships	<u>14</u>	<u>1</u>	9	<u>0</u>	0	<u>0</u>	0	<u>0</u>	0
Total	63	10		0		0		1	

The totals that may be seen in Table 11 indicate that ten per cent or more of the teacher participants who were graduated from various institutions questioned the importance of nearly an equal number of items.

The greatest variation in answers is in the administrative relationships category. Ten per cent or more of the graduates of state institutions other than Land-Grant or teachers colleges questioned the importance of 20 per

cent of the statements made in the administrative category. This would tend to indicate that the graduates of Land-Grant institutions and state teachers colleges who answered this questionnaire seemed to have a better understanding of administrative relationships than do graduates of other state institutions and private institutions.

There is little variation in the number of items questioned as to importance under time and load relationships, professional attitudes and supervisory visits by the teacher participants who graduated from different institutions.

Nearly half of the items listed under time and load relationships were questioned by teacher participants who graduated from any of the four types of institutions.

Two-thirds to three-fourths of the statements concerning professional attitudes were questioned by all teacher participants.

The teachers questioned one-fifth to one-third of the supervisory-visit statements.

It may be seen that graduates do not agree as to the importance of person-to-person relationships. Graduates from private institutions questioned fewer items than did any of the graduates from other institutions. This might indicate that private institutions stress and offer a

better background in relationships. However, this category seems not to be a serious problem with graduates from any of the institutions.

When the items questioned by ten per cent or more of the 20 supervisors were tallied it was found that only five of the possible 20 groupings were questioned by graduates of different types of institutions. As may be seen in Table 12, four of the five groups were questioned by the 16 graduates of Land-Grant institutions. The fifth category was questioned by the two supervisors who had been graduated from a private institution. It would appear, however, that the data in Tables 11 and 12 are not sufficient to presume that the way the respondents answered the questionnaire was influenced by the type of institution from which either the 250 homemaking teachers or the 20 supervisors were graduated.

Did the participants who have master's degrees respond differently than those who have bachelor's degrees? The responses made by the 221 teachers who have bachelor's degrees and the 26 teachers who have master's degrees were tabulated in order to try to find if these two groups answered differently.

Since 17 of the 20 supervisor participants have master's degrees the data from their questionnaire returns were not tabulated.

The number of teachers holding master's degrees was very small. However, from Table 13 it may be noted that the participants holding master's degrees questioned 12 more items than those who held bachelor's degrees. This is nearly a fifth of the total statements.

Second, it is interesting to note that 40 per cent of the administrative attitude items were questioned by those holding master's degrees, whereas none of the items were questioned by ten per cent or more of those holding bachelor's degrees. Ten per cent or more of those who have master's degrees questioned 82 per cent of the items included in the time and load relationships category as compared with 45 per cent of the items that were questioned by those who have bachelor's degrees. This shows that 33 per cent more of the statements made concerning time and load relationships were questioned as to their importance by those having master's degrees. More items were also questioned as to their importance in the supervisory visits category by those who have master's degrees. Ten per cent or more of those who have master's degrees questioned 53 per cent of the items in the supervisory visits category, whereas only 20 per cent of the items were questioned by ten per cent or more of the teachers who have bachelor's degrees.

Table 13

Statements Questioned by Ten Per Cent or More
of the Teacher Participants Who Have
Master's Degrees and Bachelor's Degrees

Statements Concerning	Total	Statements Questioned by Graduates Having:			
		Master's Degrees		Bachelor's Degrees	
		No.	%	No.	%
Administrative Relationships	15	6	40	0	0
Time and Load Relationships	11	9	82	5	45
Professional Attitudes	8	5	63	6	75
Supervisory Visits	15	8	53	3	20
Person-to-person Relationships	<u>14</u>	<u>2</u>	14	<u>4</u>	29
Total	63	30		18	

Whereas the difference in the percentage of items questioned is not as large as in the just-mentioned three categories, still there is some difference in the remaining two categories in the opposite way. That is, those teachers holding bachelor's degrees questioned more items in the categories of professional attitudes and person-to-person relationships than did those holding master's degrees.

From these findings it may be assumed that people who have attained master's degrees have achieved a more

critical attitude concerning teacher-supervisor relationships.

Specific Items Which Were Questioned

There were 12 items most frequently questioned by the participants in the questionnaire. These items were either marked not important, uncertain as to importance or were left blank. The statements found in Table 14 were listed because there was at least a ten per cent difference in agreement between supervisors and teachers.

Table 14

Statements Most Frequently Questioned by Teachers and Supervisors

<u>Statements</u>	<u>Per Cent Who Questioned Statements</u>	
	<u>Teachers</u>	<u>Supervisors</u>
1. A teacher offers suggestions to the supervisor for improving the state supervision or the state homemaking program.	24	0
2. A supervisor helps a teacher evaluate the use of her time.	27	10
3. A supervisor asks different teachers to assume different responsibilities so that all have an opportunity to share leadership.	18	0
4. A teacher understands the limits of a supervisor's work load.	9	25
5. A supervisor is concerned over the teacher's total life - her health, recreation and living arrangements.	32	5

Table 14 (Cont.)

Statements	Per Cent Who Questioned Statements	
	Teachers	Supervisors
6. A supervisor provides the opportunities for a teacher to participate in professional meetings.	19	5
7. A supervisor provides the information and incentive for a teacher to support professional home economics organizations.	20	5
8. A supervisor likes for a teacher to have liberalizing experiences, as travel or educational experiences, outside of home economics education.	20	5
9. A supervisor shows that she has other activities besides her job for which to live.	22	5
10. A supervisor gives the teacher any notes that she has taken during her visit.	34	45
11. A supervisor gives a teacher the feeling that she is accepted even though parts of her program and teaching may not be accepted.	19	0
12. A supervisor helps all teachers benefit from her contacts with other teachers.	17	5

From this list it may be seen that only two of the items were questioned by a larger percentage of supervisors than of teachers.

The first five items were listed under the category of time and load relationships and the next four items were listed in the category of professional attitudes. This seems to provide further substantiation that teachers do not understand the supervisor's function in relationships of time and load and professional attitudes. Again the fact was illustrated that the teacher participants questioned the importance of a supervisor being concerned over a teacher's total life, whereas the supervisors questioned the importance of a teacher understanding the limits of a supervisor's work load.

A large percentage, 34 per cent of the teachers and 45 per cent of the supervisors, questioned the importance of a supervisor giving the teacher any notes that she has taken during her visit.

One of the most interesting comparisons of beliefs was that 19 per cent of the teachers questioned that it was important to give a teacher the feeling that she is accepted even though parts of her program and teaching may not be accepted, whereas 100 per cent of the supervisors thought that this was important.

Ten items in the questionnaire were marked as not important by ten per cent or more of either the teacher or the supervisor participants. Seven of these ten items

were also included in the preceding list of questioned items and are marked with asterisks. The ten items are:

Table 15

Statements Marked Not Important by Ten Per Cent
or More of the Teachers and Supervisors

Statements	Per Cent Who Marked Statements Not Important	
	Teachers	Supervisors
*1. A supervisor helps a teacher evaluate the use of her time.	16	10
2. A supervisor protects a teacher from too many added responsibilities.	10	-
*3. A teacher understands the limits of a supervisor's work load.	-	15
*4. A supervisor is concerned over the teacher's total life - her health, recreation and living arrangements.	19	-
*5. A supervisor provides the opportunities for a teacher to participate in professional meetings.	10	-
*6. A supervisor provides the information and incentive for a teacher to support professional home economics organizations.	11	-
*7. A supervisor likes for a teacher to have liberalizing experiences, as travel or educational experiences, outside of home economics education.	10	-
8. A teacher is proud of her supervisor and sees to it that the supervisor meets other teachers.	-	10

Table 15 (Cont.)

Statements	Per Cent Who Marked Statements Not Important	
	Teachers	Supervisors
*9. A supervisor gives the teacher any notes that she has taken during her visit.	16	30
10. A teacher shows she has used the supervisor's suggestions.	-	15

The three added items which were not included in Table 14 were statements 2, 8 and 10.

Statement 2 was marked not important by ten per cent of the teachers. It stated that a supervisor protects a teacher from too many added responsibilities. Sixteen per cent of the teachers questioned the importance of a supervisor helping a teacher to evaluate the use of her time. Nineteen per cent of the teachers questioned the importance of a supervisor being concerned over the teacher's total life. This indicates that some of the teacher participants wish independence.

Statement 8 was marked not important by ten per cent of the supervisors. It stated that a teacher is proud of her supervisor and sees to it that the supervisor meets other teachers. Statement 10 was marked not important by 15 per cent of the supervisors. They questioned the importance of a teacher showing that she has used the

supervisor's suggestions. Because of the questioning of these two statements it may be assumed that some supervisors do not feel that it is important for a teacher to put forth effort in creating satisfying working relationships.

The following chapter contains a summary of data which have been given concerning relationships of vocational supervisors and teachers. It includes their beliefs as to the importance of certain statements and then lists guides for a constructive supervisor-teacher relationship.

CHAPTER IV

SUMMARY

The purpose of this study was to determine some aspects that western state vocational homemaking supervisors and teachers believed to be found satisfying in working together.

The investigation of the beliefs of the supervisors and teachers toward their working relationships was accomplished by asking vocational homemaking supervisors and teachers of eight western states to respond to a questionnaire. This questionnaire consisted of 63 statements arranged in five categories. These categories were: (1) administrative relationships, (2) time and load relationships, (3) professional attitudes, (4) supervisory visits, (5) person-to-person relationships.

Implications

The evaluation of vocational homemaking supervisors and teachers of eight western states has brought to light four major implications:

1. Teachers and supervisors do not understand each other's work. That teachers do not understand the supervisor's work is exemplified in some statements listed under the time and load category. Only 76 per cent of the

teachers believed that it was important for a teacher to offer suggestions to the supervisor for improving the state supervision or the state homemaking program, whereas 100 per cent of the supervisors thought that it was important for a teacher to offer this type of suggestion.

Teachers evidently do not realize that a supervisor's job is to help them do a better day-to-day job of teaching.

How can supervisors help if they do not know what the teachers are thinking? Similarly and in this same category only 73 per cent of the teachers but 90 per cent of the supervisors stated that it is important for a supervisor to help a teacher evaluate the use of her time. Perhaps teachers do not realize that evaluation will help both the supervisor and teacher do a better job. Another example is that 100 per cent of the supervisors but only 82 per cent of the teachers believed it is important for a supervisor to ask different teachers to assume different responsibilities so that all have an opportunity to share in leadership.

On the reverse side only 75 per cent of the supervisors but 91 per cent of the teachers believed it is important for a teacher to understand the limits of a supervisor's work load. Supervisors evidently do not realize the importance of a teacher knowing that a supervisor also is human and has limitations.

2. Supervisors seem to feel more responsibility towards teachers' lives than teachers feel they should.

Only 68 per cent of the teachers but 95 per cent of the supervisors believed that it was important for a supervisor to be concerned over the teacher's total life - her health, recreation and living arrangements. Evidently supervisors believed that it is part of their job to be concerned over their teachers' living, but teachers believed that it was not the supervisor's job. This same idea was again illustrated when only 80 per cent of the teachers but 95 per cent of the supervisors thought it important that a supervisor likes a teacher to have liberalizing experiences, as travel or educational experiences, outside of home economics education.

3. Teachers want to accept responsibility. Ninety-three per cent of the teachers believed it was important for a teacher to participate in professional meetings, but only 81 per cent thought that it was important for a supervisor to provide the opportunities for a teacher to participate in professional meetings. This shows that teachers are willing to accept responsibilities but do not realize that a supervisor is the facilitator of opportunities. Likewise, 98 per cent of the teachers said that it is important for a teacher to show continual interest in and desire for professional and personal improvement, but

only 89 per cent believed that it was important for a supervisor to like for a teacher to have liberalizing experiences, outside of home economics education.

4. There tends to be a lack in person-to-person understanding. Only 81 per cent of the teachers but 100 per cent of the supervisors believed that it is important for a supervisor to give a teacher the feeling that she is accepted even though parts of her program and teaching may not be accepted. The implication of this finding is that human beings and the job that they do are the same according to 19 per cent of the teachers, whereas all of the supervisors recognized that the job and not the person was the thing to be evaluated.

Ninety-five per cent of the supervisors but only 83 per cent of the teachers believed it important that a supervisor help all the teachers benefit from her contacts with other teachers. This implies that teachers do not realize that learning stems from the grass roots and that there will be more and better ideas when there is more than one person sharing in the learning process.

There is a need for teachers to realize that supervisors are human. Only 78 per cent of the teachers but 95 per cent of the supervisors thought that it is important for a supervisor to show that she has other activities besides her job for which to live.

Guides for Constructive
Supervisor-Teacher Relationships

The present study has just begun an investigation of relationships in the area of homemaking education in which there are many problems.

On the basis of the data in this study the following principles of supervisor-teacher relationships have been evolved. For an item to be included in this list it had to meet the following qualifications:

1. There was not more than ten per cent difference in agreement between supervisors and teachers.
2. An item was marked important by at least 80 per cent of supervisors and teachers.
3. Not over nine per cent of either the teachers or the supervisors had marked the statement as not important.

Forty-eight items did meet these qualifications. They are:

1. A supervisor should make it clear to an administrator and a teacher what is expected of a school in order to qualify for reimbursement.
2. A teacher should make an effort to check with the supervisor when requirements or standards are not clear.
3. A supervisor should send requests for information and reports with clearly stated deadlines and directions.
4. A supervisor should provide extra help for new teachers in setting up their programs.
5. A supervisor should be consistent in making decisions.

6. A teacher should be consistent in accepting and meeting requirements made of her.
7. A supervisor should be consistent in what she expects of all teachers and at the same time she should consider personalities and specific school situations.
8. A supervisor should send copies of the same letter to both the school administrator and the teacher because she knows that the teacher likes to be informed of and included in decisions concerning her school.
9. A teacher should have a voice in the policies and plans of the state homemaking program.
10. A supervisor should display confidence in a teacher's ability.
11. A teacher should have confidence in her supervisor's leadership ability.
12. A supervisor should show interest in all phases of the homemaking program.
13. A teacher should show interest in all phases of the homemaking program.
14. A supervisor should have the courage of her own convictions, based on sound philosophy, and be ready to stand by her convictions.
15. A teacher should have the courage of her own convictions, based on sound philosophy, and be ready to stand by her convictions.
16. A supervisor should ask for suggestions on how to simplify report forms or improve other requests that she makes of teachers.
17. A teacher should send completed reports in on time.
18. A teacher should assume her share of responsibilities in making the state homemaking education program function.

19. A supervisor should be prompt in answering professional requests.
20. A teacher should be prompt in answering professional requests.
21. A teacher should participate in professional meetings.
22. A teacher should support professional home economics organizations.
23. A teacher should show continual interest in and desire for professional and personal improvement.
24. A teacher should not center her whole life in her teaching.
25. A supervisor should support a teacher in her relationships with the teacher's administrator.
26. A supervisor should be proud of a teacher and express this pride to the administrator.
27. A supervisor, when she visits a school, should stay long enough to get a clear picture of the situation.
28. A supervisor should give a teacher encouragement by her visit.
29. A supervisor should visit a teacher at least once a year and respond to special requests for help.
30. A teacher should realize that she can make special requests when she needs help.
31. A supervisor should notify the teacher and school administrator of her visit in ample time so that arrangements can be made for a conference with the teacher, administrator and supervisor.
32. A teacher should arrange her schedule so that she has adequate time for a conference on the day that the supervisor visits.

33. A supervisor should work cooperatively with a teacher and administrator on all problems of the homemaking department.
34. A supervisor should fit into the school schedule easily.
35. A teacher should make the supervisor feel at home and welcomed.
36. A teacher should not "entertain" the supervisor during the class periods, but carry on a regular class program.
37. A teacher should use the supervisor's visit as an opportunity for help in her teaching problems.
38. A teacher should be depended upon to keep confidences.
39. A supervisor should be depended upon to keep confidences.
40. A supervisor should recognize that it takes time to change.
41. A teacher should recognize that it takes time to change.
42. A teacher should share her teaching ideas with the supervisor.
43. A supervisor should help teachers keep informed of new developments in the field.
44. A teacher should suggest further help or materials that she would like to aid her with her job.
45. A supervisor should encourage a teacher to try new ideas.
46. A supervisor should offer criticisms and suggestions directly to the teacher.
47. A teacher should offer criticisms and suggestions directly to the supervisor.
48. A supervisor should be willing to learn from a teacher.

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APPENDIX

Table A
States Included in the Study

States	Questionnaires Sent	Questionnaires Returned	%	Per Cent of Participants
	No.			
Arizona	46	22	48	8.8
Colorado	90	65	72	26.0
Montana	52	31	60	12.4
Nevada	15	7	47	2.8
New Mexico	52	23	44	9.2
Oregon	57	41	72	16.4
Utah	54	32	59	12.7
Wyoming	<u>45</u>	<u>29</u>	64	<u>11.7</u>
Total	411	250		100.0

27 N. 26th
Corvallis, Oregon
January 12, 1953

Dear Homemaking Teacher:

I am working toward a Master of Science Degree in Home Economics Education at Oregon State College under the guidance of Dr. May DuBois. In order to write my thesis, which is to deal with the working relationships between the homemaking teacher and supervisor, I need your help. Your state supervisor must feel that such a study is important because she was very kind in giving us your name and address and in promising to fill out the same questionnaire from the viewpoint of a supervisor.

Did you realize that, although we talk about good relationships and many people have written articles on constructive supervision, so far as I can find out, there has been no research study made as to what relationships homemaking teachers and supervisors believe to be important; therefore, your opinions will be valued. Your reply will be confidential. Will you return the completed questionnaire as promptly as possible? Thank you so much.

Sincerely,

Mary A. Morlan

BELIEFS ABOUT THE WORKING RELATIONSHIPS
OF STATE VOCATIONAL HOMEMAKING SUPERVISORS AND TEACHERS

- (1) Name _____ (2) Professional address _____
- (3) Institution from which you received your last degree _____ (4) B.S. _____ M.S. _____
- (5) Number of years of homemaking teaching _____
- (6) Number of years in present position _____
- (7) Enrollment in high school where you are now employed _____
- (8) Enrollment in your homemaking classes _____
-

Directions for checking the following statements:

Indicate your belief as to the importance of each statement in the working relationship of a supervisor and a teacher by placing a M, I, N, or U, in the blank at the left.

M - means most important
I - means important
N - means not important
U - means you are uncertain

- ___ 1. A supervisor makes it clear to the administrator and the teacher what is expected of a school in order to qualify for reimbursement.
- ___ 2. A teacher makes an effort to check with the supervisor when requirements or standards are not clear.
- ___ 3. A supervisor sends requests for information and reports with clearly stated deadlines and directions.
- ___ 4. A supervisor provides extra help for new teachers in setting up their programs.
- ___ 5. A supervisor is consistent in making decisions.
- ___ 6. A teacher is consistent in accepting and meeting requirements made of her.
- ___ 7. A supervisor is consistent in what she expects of all teachers and at the same time she considers personalities and specific school situations.
- ___ 8. A supervisor sends copies of the same letter to both the school administrator and the teacher because she knows that the teacher likes to be informed of and included in decisions concerning her school.
- ___ 9. A teacher has a voice in the policies and plans of the state homemaking program.
- ___ 10. A supervisor displays confidence in a teacher's ability.
- ___ 11. A teacher has confidence in her supervisor's leadership ability.

- ___12. A supervisor shows interest in all phases of the homemaking program.
- ___13. A teacher shows interest in all phases of the homemaking program.
- ___14. A supervisor has the courage of her own convictions, based on sound philosophy, and is ready to stand by convictions.
- ___15. A teacher has the courage of her own convictions, based on sound philosophy, and is ready to stand by her convictions.
- ___16. A supervisor asks for suggestions on how to simplify report forms or improve other requests that she makes of teachers.
- ___17. A teacher offers suggestions to the supervisor for improving the state supervision or the state home-making program.
- ___18. A teacher sends completed reports in on time.
- ___19. A supervisor helps a teacher evaluate the use of her time.
- ___20. A supervisor protects a teacher from too many added responsibilities.
- ___21. A teacher assumes her share of responsibilities in making the state homemaking education program function.
- ___22. A supervisor asks different teachers to assume different responsibilities so that all have an opportunity to share in leadership.
- ___23. A teacher understands the limits of a supervisor's work load.
- ___24. A supervisor is concerned over the teacher's total life - her health, recreation and living arrangements.
- ___25. A supervisor is prompt in answering professional requests.
- ___26. A teacher is prompt in answering professional requests.

- ___ 27. A teacher participates in professional meetings.
- ___ 28. A supervisor provides the opportunities for a teacher to participate in professional meetings.
- ___ 29. A teacher supports professional home economics organizations.
- ___ 30. A supervisor provides the information and incentive for a teacher to support professional home economics organizations.
- ___ 31. A supervisor likes for a teacher to have liberalizing experiences, as travel or educational experiences, outside of home economics education.
- ___ 32. A teacher shows continual interest in and desire for professional and personal improvement.
- ___ 33. A supervisor shows that she has other activities besides her job for which to live.
- ___ 34. A teacher does not center her whole life in her teaching.
- ___ 35. A supervisor supports a teacher in her relationships with the teacher's administrator.
- ___ 36. A teacher is proud of her supervisor and sees to it that the supervisor meets other teachers.
- ___ 37. A supervisor is proud of a teacher and expresses this pride to the administrator.
- ___ 38. A supervisor, when she visits a school, stays long enough to get a clear picture of the situation.
- ___ 39. A supervisor gives a teacher encouragement by her visit.
- ___ 40. A supervisor gives the teacher any notes that she has taken during her visit.
- ___ 41. A supervisor visits a teacher at least once a year and responds to special requests for help.
- ___ 42. A teacher realizes she can make special requests when she needs help.

- ___ 43. A supervisor notifies the teacher and school administrator of her visit in ample time so that arrangements can be made for a conference with the teacher, administrator and supervisor.
- ___ 44. A teacher arranges her schedule so that she has adequate time for a conference on the day that the supervisor visits.
- ___ 45. A supervisor works cooperatively with a teacher and administrator on all problems of the homemaking department.
- ___ 46. A supervisor fits into the school schedule easily.
- ___ 47. A teacher makes the supervisor feel at home and welcomed.
- ___ 48. A teacher does not "entertain" the supervisor during the class periods, but carries on a regular class program.
- ___ 49. A teacher uses the supervisor's visit as an opportunity for help in her teaching problems.
- ___ 50. A supervisor gives a teacher the feeling that she is accepted even though parts of her program and teaching may not be accepted.
- ___ 51. A teacher can be depended upon to keep confidences.
- ___ 52. A supervisor can be depended upon to keep confidences.
- ___ 53. A supervisor recognizes that it takes time to change.
- ___ 54. A teacher recognizes that it takes time to change.
- ___ 55. A supervisor helps all teachers benefit from her contacts with other teachers.
- ___ 56. A teacher shares her teaching ideas with the supervisor.
- ___ 57. A supervisor helps teachers keep informed of new developments in the field.

- ___ 58. A teacher suggests further help or materials that she would like to aid her with her job.
- ___ 59. A supervisor encourages a teacher to try new ideas.
- ___ 60. A teacher shows she has used the supervisor's suggestions.
- ___ 61. A supervisor offers criticisms and suggestions directly to the teacher.
- ___ 62. A teacher offers criticisms and suggestions directly to the supervisor.
- ___ 63. A supervisor is willing to learn from a teacher.