

This is to certify that the

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An Exploratory Study of Possible Relationships Between The Educational and Professional Backgrounds, of School Superintendents and Their Views of Instructional Improvement.

presented by

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ABSTRACT

AN EXPLORATORY STUDY OF POSSIBLE RELATIONSHIPS BETWEEN THE EDUCATIONAL AND PROFESSIONAL BACKGROUNDS OF SCHOOL SUPERINTENDENTS AND THEIR VIEWS OF INSTRUCTIONAL IMPROVEMENT

by William Lewis Husk

Statement of the Problem

The major assumption of this study was that the views of instructional improvement held by school superintendents are major determinants of their behavior. And that their behavior, in turn, has a major impact on the kind and quality of the instructional program in the districts for which they are responsible. The purpose of the study was to explore possible relationships between the views of instructional improvement held by superintendents and selected factors in their professional and educational backgrounds.

Three concepts relative to instruction were stated and supported from the literature:

- Concept I-- Every function of administration is related to the instructional program.
- Concept II-- Changes in instruction occur when people change.
- Concept III-- Instructional improvement occurs in situations where the worth of the individual is recognized.

Study Procedures

All of the school districts in the lower peninsula of Michigan having between 3,000 and 12,000 students were identified. The superintendents of the one hundred and nine districts thus identified constituted the study population. A thirty per cent random sample of the population was chosen and interviews were conducted with thirty-two superintendents.

Two kinds of responses were elicited from the superintendents:

(1) responses from which inferences concerning their views of instructional improvement (relative to Concepts I, II and III) could be drawn.

(2) responses relative to their professional and educational backgrounds.

Information concerning three areas of the superintendents' professional and educational backgrounds was collected:

(a) experience as a supervisor, (b) experience in being supervised as a teacher, and (c) graduate school experience.

The superintendents' responses relative to Concepts I, II and III were categorized and inferences were drawn. The data relative to the superintendents' professional and educational backgrounds were classified. The data were expressed by number and per cent in each category. The background data were shown in relation to the data relative

to Concepts I, II and III. The findings were concluded on the basis of an inspection of the data thus compared.

Findings

1. The superintendents in this study who were judged to be in agreement with Concept I--Every function of administration is related to the instructional program:

(a) more often made positive remarks about supervisors they had early in their careers, (b) had more graduate school preparation, (c) more often mentioned people when discussing their graduate school preparation, (d) more often chose graduate school as an experience which might help them be better instructional leaders.

2. The superintendents in the study who were judged to be in agreement with Concept II--Changes in instruction occur when people change:

(a) more often made positive remarks about supervisors they had early in their careers, (b) were more likely to have received their masters degree in the past nine to fifteen years.

3. The superintendents in this study who were judged to be in agreement with Concept III--Instructional improvement occurs in situations where

the worth of the individual is recognized:

(a) more often made positive remarks about supervisors they had early in their careers, (b) more often mentioned people when discussing their graduate school preparation, (c) more often chose graduate school as an experience which might help them be better instructional leaders.

Conclusions

1. Superintendents do hold differing views of instructional improvement.

2. The way superintendents view instructional improvement is related to the quality of interpersonal relationships which they experienced with supervisors early in their careers and with instructors during graduate school.

3. The way superintendents view instructional improvement is, for the most part, not related to the pattern of their professional experience.

4. The way superintendents view instructional improvement is, for the most part, not related to the recency or quantity of their graduate school preparation.

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SCHOOL SUPERINTENDENTS AND THEIR VIEWS OF
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By

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CHAPTER I

INTRODUCTION

Background of the Study

The superintendent of schools in any district is in a position to have a powerful influence over the nature of the school experiences which are provided for the children and youth in that district. His values and beliefs influence his behavior as he hires teachers and other personnel, allocates the resources of the district, and develops and guides efforts toward instructional improvement. A statement from a recent yearbook of the American Association of School Administrators acknowledges some of the many ways the superintendent influences instruction:

When a superintendent helps to build a better school building, he is setting the stage for better instruction. When he is instrumental in getting a more adequate budget or teachers' salary schedule, he is laying the groundwork for better teaching. When he refuses to succumb to pressure to employ an incompetent teacher and when he protects teachers and children from well-meaning promoters of essay contests and from interruptions in the daily schedule, he is making possible improved instruction. When he is able to secure better lighting, acoustics, or improved sanitary conditions, he is making better instruction easier. When he selects better teachers, bolsters their morale, creates better working conditions, defends teachers against unfair criticism, and utilizes as fully as possible the potential

abilities of each staff member, he is contributing to the improvement of instruction.¹

In a study to determine the relationship between the beliefs of superintendents and other supervisors and actual classroom practice, Beardsley concluded, ". . . the superintendents must be the ones having the greatest influence on the level of learning opportunities in the schools studied."²

That the superintendent's activities influence the instructional program can hardly be debated. The quality, kind, and direction of this influence is perhaps different from one superintendent to the next. A superintendent who sees the planning of a new building as an opportunity for students, staff and community to reevaluate the school program and plan the building accordingly, influences the instructional program in quite a different way than does the superintendent who views it strictly as a "bricks and mortar" process.

¹American Association of School Administrators, "The Superintendent as Instructional Leader," 1957 Yearbook (Washington, D. C.: American Association of School Administrators, 1957), pp. 18-19.

²Florence E. Beardsley, "Oregon Administrators, Their Staffs, and Teachers View Learning Opportunities in the Elementary School: A Study to Help Determine Relationships Between the Desires and Beliefs of Oregon Superintendents, Assistant Superintendents, Supervisors, Curriculum Directors, and Elementary Principals with Respect to Learning Opportunities in Elementary Classrooms, and Those Learning Opportunities Which Teachers Indicate Are Actually Provided for Their Children," (Columbia University, 1962), Abstracts XXIII, 4253-4254.

In the first instance, the superintendent may involve the community in reevaluating the educational goals of the community, and the staff in looking at the goals of the instructional program; both activities being integrated with the actual planning of the new building. The second superintendent may work only with architects and contractors in planning the building. The behavior of both superintendents does, however, influence the experiences students will have in the new building.

The conviction that the superintendent does occupy a central role concerning the instructional program, coupled with the current universal concern among educators and the public for the improvement of instruction, led to the posing of two questions as the focus of this study.

How do superintendents perceive instructional improvement?

Do relationships exist between the perceptions superintendents have concerning instructional improvement and their previous educational and professional experiences?

Information relative to these questions should be useful to educators interested in the improvement of instruction. An answer to the first question would supplement the information contained in the publications of professional organizations, such as the American Association of School Administrators. Such publications probably resemble the platform statements of political parties, in that many members of the organization would not subscribe

to them completely. Knowledge of how others perceive instructional improvement may serve as a stimulus to school superintendents to examine and evaluate their own perceptions in this vital area.

The second question suggests a hunch that there may be differences in the professional and educational backgrounds of superintendents who hold differing views of instructional improvement. If this is true, there may be implications for the selection and preparation of prospective superintendents and for the selection of individuals to serve in the superintendency. Educators in public schools and in colleges might find such relationships suggestive of the kinds of experiences which should be provided for prospective administrators in extern and intern programs.

The exploratory nature of this study suggests that much of its value will lie in its ability to raise questions and suggest avenues for future study. Relationships among the data will hopefully lead other researchers to seek to determine the extent of causality and significance present.

Purpose of the Study

This study was an attempt to determine the perceptions of public school superintendents concerning instructional improvement. As the study was undertaken, three dimensions of the superintendents' perceptions were chosen

for investigation: (1) outcomes of instructional improvement activities; (2) methods of working to bring about instructional improvement; (3) qualifications for persons working to improve instruction.

These dimensions of the superintendents' perceptions were selected because it was believed that they represent a wide range of the total spectrum of their perceptions concerning instructional improvement.

A second purpose was to analyse relationships, if any, existing between the superintendents' perceptions and selected background data: (1) kind and extent of supervisory and administrative experience; (2) kind of efforts to improve instruction experienced as a teacher; (3) kind and extent of graduate work completed. These background factors were chosen for investigation on the assumption that they represent significant professional and educational experiences which might be related to the superintendents' perceptions of instructional improvement.

This study was exploratory. The purposes, as stated, provided a framework in which the study was developed and conducted. It was thought that the development and conduct of the research process might give rise to ideas and lead to the discovery of data not anticipated by the researcher.

Definition of Terms

Superintendent of Schools.--The administrative head of a school system appointed by the board of education.

Instruction.--The definition and usage of the term instruction was central to the conduct and reporting of this study. Throughout the interviews which were used to collect data the term was used extensively, usually in the form "improve instruction" or "instructional improvement". The term was selected because it was believed that the connotation given to it by the superintendents would be more uniform than would be the connotation of such terms as curriculum, supervision, and teaching.

Macdonald³ suggests a definition of instruction which is meaningful in the context of this study. Because of their interrelationships, his definitions of curriculum and teaching are also quoted:

In order to clarify terms, a useful distinction can be made between curriculum, instruction, and teaching. Whether it is possible to hold these boundaries in actuality is another problem, but for the sake of sharpening our focus here a distinction will be made.

Of the three, curriculum has the greatest scope. Our understanding of curriculum extends from the politics of legislative bodies through the curriculum setting and developing activities in the school year itself. Ideally, curriculum finds its fruition in student learning, but in actuality there is a considerable segment of what we talk about in curriculum that is prior to and/or removed from classrooms.

The concept of teaching is the most restricted of the three terms. Teaching may take place without related learning; that is, a person may be said to

³James B. Macdonald, "The Nature of Instruction: Needed Theory and Research", Educational Leadership (Washington, D. C.: Journal of the Association for Supervision and Curriculum Development, October, 1963).

be performing the act of teaching whether or not there is resultant student learning. The teacher behavior in the classroom had been, can be, and is being studied as a separate function.

Instruction, then, would be the active process of goal-oriented interaction between pupils, teachers, materials, and facilities. This is meant to describe the ongoing classroom situation in its entirety, which includes teacher behavior and reflects curriculum decisions and activities.⁴

(Italics added by the writer.)

The writer believed that the superintendents would attach a meaning to the term instruction similar to the one offered by Macdonald. That is, they would see instruction as encompassing the teaching-learning processes in a classroom and influenced by factors outside of the classroom.

Curriculum was not used because of the considerable confusion which seems to exist concerning its meaning. The broad definition given by Macdonald is a common one in the literature, but it is often used as being synonymous with "course of study". At best, it was anticipated that a question concerning "improving curriculum" would be met with an inquiry as to the meaning of curriculum.

As is suggested by Macdonald's definition, teaching can be seen in a rather restricted sense. It was not used for that reason.

Relationships to be Explored

The statement of purpose of the study suggested several relationships which might exist among the data.

⁴Ibid., p. 5.

The basic hunch was that superintendents who had differing professional and educational backgrounds might tend to have differing perceptions of instructional improvement. Tentative statements of relationships to be explored were made.

1. Does a relationship exist between the superintendents' perceptions of the outcomes of instructional improvement activities and (a) the kind and extent of their supervisory experience, (b) the kind of instructional improvement activities they experienced as teachers, (c) the kind and extent of their graduate work?
2. Does a relationship exist between the superintendents' perceptions of the methods of improving instruction and (a) the kind and extent of their supervisory experience, (b) the kind of instructional improvement activities they experienced as teachers, (c) the kind and extent of their graduate work?
3. Does a relationship exist between the superintendents' perceptions of the qualifications for persons working to improve instruction and (a) the kind and extent of their supervisory experience, (b) the kind of instructional improvement activities they experienced as teachers, (c) the kind and extent of their graduate work?

Assumptions of the Study

Two assumptions were seen as basic to the conception of this study:

1. The behavior of a superintendent has a significant influence on the instructional program in his district.
2. A superintendent's behavior is determined to a significant degree by his perception of instructional improvement.

In one sense, the first assumption is necessary in order to justify the conduct of this study. If the superintendent's behavior does not influence the instructional program, then a study such as this, focusing on the superintendent's perceptions of instructional improvement, would serve no useful purpose.

Another feature of the first assumption is that its validity is not dependent on the superintendent's awareness of the fact; that is, his behavior influences the instructional program whether he knows it or not. He may delegate instructional improvement responsibilities to others; however, his behavior in selecting individuals and defining and maintaining relationships will influence their behavior. Their behavior will, in turn, influence the instructional program. The superintendent may report that his activities (behavior) as chief administrator keep him somewhat divorced from the processes of instructional improve-

ment. This perception will not lessen the influence that his behavior, whether it be centered on bonds, budgets, busses, or buildings, has on the instructional program of the district.

The second assumption, that the superintendent's behavior is determined by his perceptions of instructional improvement, is supported by the concepts of perceptual psychology. Bills⁵ states:

The primary assumption of the perceptionist is that behavior is a function of perception. A person behaves in ways which are consistent with his view of the world. That is, as he "sees" so does he behave. How he behaves is consistent with how he sees things, and what he believes is truth for him.⁶

From this concept we can assume that the behavior of a superintendent who sees the financial aspects of his role as being unrelated to instruction will be somewhat different than that of the superintendent who perceives that his conduct of the financial affairs of the district is so related. The superintendent who sees his connection with instruction primarily as a matter of selling new instructional ideas to the staff and community will not behave as does the superintendent who sees new instructional ideas resulting from the cooperative identification and solution of instructional problems by the staff and the community.

⁵Robert E. Bills, "Believing and Behaving: Perception and Learning," Learning More About Learning (Washington, D. C.: Association for Supervision and Curriculum Development, 1959).

⁶Ibid., p. 55.

Methodology of the Study

A brief description of the research procedures of the study is presented in this section. A more detailed treatment of the methodology is given in Chapter III.

Population.--The population for the study was defined as the superintendents in school districts in the lower peninsula of Michigan having between 3,000 and 12,000 students during the 1963-64 school-year. This population included 109 superintendents.⁷

Sample.--A thirty per cent random sample of the population was chosen. Thirty-three superintendents constituted the sample.

Data Collection.--A depth interview technique was determined to be the most appropriate method of data collection. Letters were written giving a brief statement of the purposes of the study and requesting the superintendents' cooperation. A phone call was utilized to establish a time and place for the interview at the superintendents' convenience.

Data Analysis.--The responses of the superintendents, indicative of their perceptions of instructional improvement, were analysed to determine relationships to their educational and professional backgrounds.

⁷Michigan Education Directory and Buyer's Guide
(Lansing, Michigan: Michigan Education Directory, 1963),
pp. 101-206.

Limitations of the Study

1. The findings of this study which are descriptive, such as, facts about the professional and educational backgrounds of the superintendents in the sample, can be generalized only to the population of the study. Findings relative to relationships between the educational and professional backgrounds of the superintendents and their perceptions of instructional improvement should have some validity for superintendents not in the population, but possessing similar characteristics.

2. The study did not attempt to determine relationships between the superintendents' perceptions of instructional improvement and the quality and kind of instruction in their districts. That such a relationship does exist is one of the basic assumptions of the study. It should be noted in this connection that the writer recognizes that other factors, including the community, teachers, students, and finances, influence the quality of instruction in a school district. This study chose to concentrate on the superintendent as an important influence and one which we need to know more about.

3. The methodology of the study, eliciting responses from which inferences can be made about the respondents' perception, has the inherent weakness that the inference made from a given response may be open to question. An attempt is made to minimize this problem by stating the

criteria used in classifying the responses in Chapter III. When the data are presented in Chapter IV, representative responses are included where appropriate. This will make it possible for the reader to raise questions and draw his own inferences.

Thesis Organization

Chapter I has served to outline the study as it was conceived at the outset. The original purposes, assumptions, definitions, methods, and limitations of the study have been stated.

Chapter II will report research directly related to this study and develop three concepts which the writer believes are important to the processes of instructional improvement.

The research processes and procedures will be described in Chapter III. In this connection, certain changes which occurred in the writer's conception of the study, from the time of its proposal, through the development of the concepts in Chapter II, to the early stages of data collection and analysis, will be described. This description is given in the hope that something of the flavor of the research process will be revealed, as well as, in the interests of accuracy in reporting what happened.

The data will be presented and analysed in Chapter IV.

Chapter V will present a summary of the study, conclusions, and recommendations.

CHAPTER II

RELATED RESEARCH AND CONCEPTS

The first portion of this chapter presents research directly related to the study. In the latter portion three concepts are presented and supported by references to the literature. These concepts provide the framework in which the data of this study were collected and analysed.

Related Research

Research dealing with administrative attitudes and behavior is of rather recent origin. In 1955 a chapter entitled "Administrative Roles and Behavior" was included in the Review of Educational Research.¹ The chairman of the committee which prepared the chapter commented:

This issue differs most significantly, however, from previous issues in the great amount of emphasis on the human relations aspects of administration. This is signaled by the introduction of a new topic, "Administrative Roles and Behavior" and the greatly expanded treatment of "School-Community Relations." The focus on human interaction in administration is not confined to these two chapters but permeates much

¹Frances S. Chase, "Educational Organization, Administration, and Finance," Review of Educational Research, XXV (October, 1955).

of the research reported in other chapters as well.²

Halpin,³ in discussing the state of research in administration in 1958, said, "The bulk of the studies reviewed are exhortations, how-to-do-it prescriptions, catalogues of opinion, or normative 'status' investigations which do not permit us to generalize beyond the immediate data."⁴ He was referring to Studies in School Administration: A Report on the CPEA, which had reviewed the publications of the nine centers of the Cooperative Program in Educational Administration.

In the same article, Halpin refers to a forthcoming publication, "The Uneasy Profession," by Neal Gross. He notes that Gross "deplores the horatory flavor of much that has been written about the superintendency and . . . points out that theory must be concerned with how the superintendent does behave, not with someone's opinion of how he ought to behave."⁵

This reviewer found the literature after 1958, as well as that before, dealing more with how the superintendent "ought" to behave than how he "does" behave. This was highlighted by the fact that the titles of many

²Ibid., p. 279.

³Andrew W. Halpin, Administrative Theory in Education (Chicago: Midwest Administration Center, University of Chicago, 1958).

⁴Ibid., p. 3.

⁵Ibid.

articles indicated that they would deal with "does" whereas the article in fact dealt with "ought."

Much of the research in the last ten years has been concerned with validating the concepts which have been assumed for the purposes of this study. That is, the studies have attempted to show relationships between the attitudes and behaviors of administrators and the learning opportunities for students. For the most part, the studies have concentrated on the relationship between the attitudes and behaviors of the administrators and the morale or climate which seems to ensue among the faculties of the schools studied.

No studies which dealt with superintendents and had concerns similar to those of this study were located. Two studies, investigating the attitudes and behaviors of elementary principals as related to their professional and educational backgrounds, are reported.

Smith⁶ studied forty-six elementary school principals. He classified the principals as high, medium or low in "philosophic-mindedness" according to the judgment of interviewers who interviewed the principals as a part of a larger study. The dimensions of philosophic-mindedness

⁶Philip G. Smith, Philosophic-Mindedness in Educational Administration, School-Community Development Study Monograph Series (Columbus, Ohio: The Ohio State University, 1956).

were defined as comprehensiveness, penetration, and flexibility. The three dimensions were described as follows:

Comprehensiveness

1. Viewing particulars in relation to a large field
2. Relating immediate problems to long-range goals
3. Utilizing the power of generalization
4. Maintaining tolerance for theoretical considerations

Penetration

1. Questioning what is taken for granted or is self-evident
2. Seeking for and formulating fundamentals
3. Utilizing a sensitivity for implication and relevance
4. Basing expectations on an abductive-deductive process

Flexibility

1. Being free from psychological rigidity
2. Evaluating ideas apart from their source
3. Seeing issues as many-sided and developing alternate hypotheses, viewpoints, explanations, etc.
4. Maintaining a tolerance for tentativeness and suspended judgment⁷

To examine the relationship between PM (philosophic-mindedness) and recency of graduate study, Smith divided the principals into three groups.

. . . those who had done advanced graduate work in the past five years; those who had engaged in such study five to ten years ago; and those who had not done advanced graduate study in the past ten years. In the first group, ten rated as high in PM, eight as medium, and two as low. In the second group, none were high in PM, two were medium, and seven were low.⁸

⁷Ibid., pp. 30-31.

⁸Ibid., p. 77.

Although he failed to report the PM status of principals in the third group, the data he does present seem to support the existence of the relationship.

Smith also noted relationships between the years of experience and ages of the principals and PM.⁹ Of the principals classified as high in PM, six had had one to five years of experience; two, six to ten; one, eleven to fifteen; and two, sixteen or more. Of those classified as low in PM, none had had one to five years of experience; three, six to ten; three, eleven to fifteen; and four, sixteen or more. As would be expected, due to the high correlation between age and years of experience, a similar relationship held for age and PM.

Jenkins and Blackman¹⁰ reported other aspects of the same study from which Smith's findings were drawn. They attempted to discover relationships between the effectiveness of principals and the background factors of age, years of experience as a principal, and recency of graduate study. Faculty ratings of administrative procedures, sense of togetherness, direction, progress, contribution, and the degree of communication at various levels were used as

⁹Ibid., p. 78. (Tables 14 and 15)

¹⁰David H. Jenkins and Charles A. Blackman, Antecedents and Effects of Administrator Behavior: A Study of the Principal at Work with the School Staff, The School-Community Development Study Monograph Series (Columbus, Ohio: The Ohio University, 1956).

measures of the principals' effectiveness. In considering the variables of age and years of experience, the researchers reported:

As a group, younger and less experienced principals are significantly more effective in working with teachers, in terms of the data we have, than are the older, more experienced principals, taken as a group. In considering this generalization it must be remembered, however, that at any given age or experience level there are people who are effective and people who are less effective. The study bears this out for there were some principals in the older age groups whose teachers reacted equally as favorably as did teachers whose principals were in the younger, less experienced group.

and

. . . the seven principals forty years of age or younger were rated significantly higher than any of the older age groups on all five of the following variables: getting supplies, providing information, defining responsibilities, giving approval, and the ease with which the teachers communicated with the principal. These differences were some of the most marked in this entire study.

and

Similar findings were present also when the years of experience were compared (see Table IIb, pp. 120-121). These, however, were not so clear-cut as those which were found under the age differences. The less experienced principals, however, seemed to be more satisfactory to their faculties, generally, than the more experienced principals. Again this difference appeared most clearly in the items dealing with administrative practices.¹¹

Recency of training, selection policies and a cadet principal program in the district were pointed to as possible explanations of these findings.

¹¹Ibid., pp. 33-34.

The researchers found no significant relationship between recency of graduate study and principal effectiveness.

Schools were compared on the basis of whether or not the principal had engaged in graduate study within the preceding five years. In a comparison of these two groups of schools, there were no significant differences on any of the categories of morale and teacher reactions and administrative practices (see Table III, p. 122). However, the numerical differences which did appear almost exclusively favored the group which had engaged in some graduate study within the preceding five years. We must remember, however, that within that group are found the younger principals who, as we just noted, tended to have significantly higher ratings on these items than did the older principals. Therefore the differences related to recency of graduate study, although not significant, might have resulted from the effect of this younger group upon these data.¹²

The two studies reported above, focusing on elementary principals, had a direct bearing on the question of relationships between the attitudes and behaviors of administrators and their professional and educational backgrounds. The precise focus of the present study, the attitudes of superintendents toward the improvement of instruction as related to their educational and professional backgrounds, was not present in either of these studies.

In discussing desirable experiences for administrators, Campbell, Corbally and Ramseyer,¹³ state, "There

¹²Ibid., p. 35.

¹³Roland F. Campbell, John E. Corbally, and John A. Ramseyer, "The Required Competencies," Introduction to Educational Administration (Boston: Allyn and Bacon, Inc., 1961).

are no studies which purport to tell exactly what kinds of experiences are most fruitful in developing administrative competency" and, "There is not much evidence from research to indicate what sort of teaching experience is most conducive to administrative effectiveness."¹⁴

The same authors discuss graduate school experience as a factor in developing the competencies of administrators. But they do not cite any research to substantiate the relationship.¹⁵

The dearth of research would seem to underscore the value of the present study.

Basic Concepts

In this section three concepts are presented and discussed. The writer believes that superintendents who understand these concepts and behave in accord with them are more effective in bringing about instructional improvement than those who do not.

The verbalizations of the superintendents interviewed in this study were gathered and analysed in a framework provided by these concepts. In Chapter III, this framework is described in detail.

Literature dealing with the improvement of instruction is voluminous. In selecting references to support the concepts presented, the publications of three groups were

¹⁴Ibid., p. 311.

¹⁵Ibid.

used: (1) American Association of School Administrators, (2) Association for Supervision and Curriculum Development, (3) University Council for Educational Administration.

The AASA, as the professional association of school superintendents, has been very active in attempting to improve the quality of preparation programs for superintendents and upgrade the profession in general. Many of their publications outline the association's position concerning instructional improvement.

The University Council for Educational Administration is an association of universities and colleges which prepare school administrators. Its publications reflect the understandings gained from research and experience for over a decade.

The Association for Supervision and Curriculum Development holds the improvement of instruction as its major purpose. The role of the superintendent in the improvement of instruction is often discussed in the association's publications.

Concept I

Every function of administration is related to the instructional program.

This concept, as it relates to the superintendency, is presented in Chapter I as a part of the rationale for concentrating on superintendents in this study.

Burnham and King,¹⁶ in a recent publication of ASCD, state, "Concern for the instructional program is one of the myriad responsibilities of the superintendent. This must be his central concern, however, because all of the other activities of his office exist for the purpose of promoting instruction."¹⁷

The writers of Perceiving, Behaving, Becoming,¹⁸ lend a psychological dimension to the concept:

His own philosophy about the nature of man, about how people learn and grow and, most of all, about what they learn about themselves and what inspires the learning then permeates his own field of operation; with the school board, the community, the central office staff, the field staff in the various schools, principals, teachers, nonprofessional workers, children and parents.

and

The leader's philosophy in action affects the lives of all children in the school system. The way he feels about people, and the manner in which he operates, is felt by the lowliest and most elevated person on the staff and the weakest and the strongest child in the system.¹⁹

Goldhammer²⁰ lists, "The operations of the instructional program, which is the core or primary concern of

¹⁶Reba M. Burnham and Martha L. King, Supervision In Action (Washington, D. C.: Association for Supervision and Curriculum Development, 1961).

¹⁷Ibid., p. 40.

¹⁸Perceiving, Behaving, Becoming (Washington, D. C.: Association for Supervision and Curriculum Development Yearbook, 1962).

¹⁹Ibid., pp. 216-217.

²⁰Keith Goldhammer, The Social Sciences and the Preparation of Educational Administrators (The University Council for Educational Administration, 1963).

the educational enterprise" first among what he calls "the substantive concerns of the educational administrators. . .".

He goes on to say:

The study of social systems indicates that every social system must have a primary reason for existence and in relation to which all of the functions of the system are justified. The proper education of the children of our society with respect to the total culture and the acquisition of the skills, understandings, appreciations and attitudes necessary for successful living in society is the primary purpose and reason for existence of the educational enterprise. All things pertaining to the instructional program are the concerns of the administrator. And all things other than those that are directly involved in instruction are justified only to the extent that they facilitate, assist, improve or make possible instruction. In a narrow sense, if an activity cannot be found to be justified in relation to the instructional program, it has no business to exist in the school organization.²¹

Concept II

Changes in instruction occur when people change.

The values and behaviors of people are the most significant elements of an instructional program. If instruction is to be changed, values and behaviors of people must change.

This is not to deny that changes in organization, subject offerings, and materials do influence instruction. It is simply asserted that these changes, when not accompanied by changes in people, are relatively insignificant.

The concept is supported in the Thirty-Fifth Year-

²¹Ibid., pp. 33-34.

book²² of the AASA as follows:

Whatever improvements a community brings about in its instructional program are due, in large measure, to changes in the professional behavior of its school personnel. Facilitating instructional improvement, therefore, means facilitating certain kinds of changes in classroom teachers, supervisors, and administrators as well as in parents, and other citizens.²³

The authors of Leadership for Improving Instruction²⁴ say, "Any adequate theory of change in curriculum and teaching method, then, seems to be based on the fact (a) that such changes came through changes in thinking and behaving on the part of members of the professional staff."²⁵

MacKenzie²⁶ defines curriculum as ". . . the experiences of learners (or as) the opportunities afforded learners . . . that which occurs within the teaching-learning situations of a school and which results in changed student behavior" and goes on to say:

In discussing the curriculum, teachers are usually indicated as being the most important single

²²"The Superintendent as Instructional Leader," Thirty-Fifth Yearbook (Washington, D. C.: American Association of School Administrators, 1957).

²³Ibid., p. 30.

²⁴Leadership for Improving Instruction (Washington, D. C.: Association for Supervision and Curriculum Development, 1960).

²⁵Ibid., p. 37.

²⁶Gordon N. MacKenzie, "Sources and Process in Curriculum Development," What Are the Sources of the Curriculum? A Symposium (Washington, D. C.: Association for Supervision and Curriculum Development, 1962), pp. 72-80.

determinant. An administrator, a supervisor, a board of education, a parent or a federal government who would influence the curriculum must influence the teacher. This influence upon the teacher can be exerted in many ways. It may come about through shifts in the composition of the staff, through adding new staff or through removing present staff members. It may come about through influencing the existing teachers by such means as intimidation, bargaining, education or therapy.²⁷

Concept III

Instructional improvement occurs in situations where the worth of the individual is recognized.

Literature on the improvement of instruction supports this concept in many ways. The suggestion that people can and should be free to select problems which they believe are significant is perhaps the most frequent and strongest support of the concept. Allowing people the freedom of problem identification and selection is a demonstration of belief in their competencies as well as their values.

In a pamphlet of the ASCD,²⁸ the concept is supported as follows:

When and how a problem originates and by whom it is presented make a vast difference in both the goals and the process of the democratic group. To have a ready-made problem handed down to people does not in any real sense make it their own.

and

²⁷Ibid., p. 78.

²⁸Instructional Leadership in Small Schools (Washington, D. C.: Association for Supervision and Curriculum Development, 1951), p. 77.

Only when a group recognizes a problem, seeks to define it, analyses it and makes progress toward its solution can we say that the group is working toward its goals. . . . plans affecting a group should originate always with the individuals who compose the group.²⁹

A Commission of the AASA is very explicit:

The Commission would like to make it clear that it is recommending something quite different from improving instruction by telling people what to do. The process recommended is one whereby the individuals who are concerned about an instructional problem, using the best resources they can lay their hands on, conduct their own study, experimentation, or research to improve their own practices in relation to their own problems.³⁰

The Commission's rationale for preferring this method to another is also interesting:

Usually a school system tries to better the instructional program by having an individual or a small group assess various teaching-learning situations and arrive at improvements thru experimentation, reflection, or reference to expert opinion. These improvements are then prescribed or strongly recommended as changes that other people must carry out. The major job of the instructional leader, when this process is being employed, is to persuade or otherwise get people to do what the leader believes will result in better instruction. While this telling or persuading approach to instruction improvement is common and is undoubtedly sometimes successful, we believe it has a number of serious weaknesses. It assumes, for example, that people who are not working intimately in the situation to be improved can, nevertheless, diagnose this situation realistically, prescribe feasible improvements, and get them adopted. Also, the method would seem to place too high a value upon the school person who follows instructional directions conscientiously rather than upon the one who wants to work creatively and independently.³¹

²⁹Ibid.

³⁰Thirty-Fifth Yearbook, op. cit., p. 30.

³¹Ibid., pp. 29-30.

Another advocated practice, which implies belief in the value of people, is the involvement of people in the selection of goals. In summarizing the implications of research in educational administration in the past fifteen years, a pamphlet of the AASA states:

In the truest sense, operating the school system is the process of creating and sustaining a professional climate which permeates every segment of the system, which permits and stimulates every employee to put forth his best effort, which uses the energies of all people involved in setting educational goals, and which brings the total resources of the system to bear in moving toward those goals.³²

Each of these statements envisions a school system in which the worth of the individual is recognized; where a faith in people's ability to grow allows them to do so.

Three Concepts: A Final Look

The writer has presented three concepts and shown that they are "abroad in the land" by referring to the literature. It seems appropriate to restate the concepts and make some final observation:

- Concept I-- Every function of administration is related to the instructional program.
- Concept II-- Changes in instruction occur when people change.
- Concept III-- Instructional improvement occurs in situations where the worth of the individual is recognized.

³²The Education of a School Superintendent (Washington, D. C.: American Association of School Administrators, 1963), p. 8.

Concepts I and II are valueless. School administrators in a totalitarian country would find these concepts as useful as would administrators in a democratic country.

As noted in connection with Concept I:

The study of social systems indicates that every social system must have a primary reason for existence and in relation to which all the functions of the system are justified.³³

The values of the people in the social system (school) are of no consequence.

The valueless aspect of Concept II is suggested by MacKenzie's listing of ways in which teachers can be influenced, "intimidation, bargaining, education or therapy." The presentation of Concept II as valueless requires further comment. The attempt here is to point up the fact that an individual (educator, minister, politician, or whomever) may recognize that change in people is necessary to achieve certain ends. That he recognizes this fact does not tell us what means he will use to bring about the change. In the context of this study, it is suggested that a superintendent may see the need to change people in order to change instruction, but this fact does not indicate how he will go about changing them. This becomes known when his behavior toward other people is observed or his values concerning people are revealed.

Concept III is a value statement. It speaks of improvement in instruction, not simply change, as in Concept

³³Goldhammer, op. cit., p. 33.

II. Each of the statements in support of the concept contain words which imply a belief in the worth of people.

This concept is an application of our society's evolving notion of democratic values to the schools.

These values are reflected in educational research as well as in practice and the literature. After reviewing several studies, Pierce and Merrill comment:

Very similar, if not identical, factors of administrator behavior are to be found in the Competency Pattern, the University of Tennessee Rating Guide, the University of Georgia Principal's Profile, Halpin's Study of Ohio Superintendents, and the other Ohio State University studies. Differences exist, to be sure, but a more striking factor is the similarities. It will be noted that one of the important common elements is an emphasis on human relations. In each case, desirable human relations are described as being those which spring from an expression in behavior of the basic tenets of democracy, such as regard for the worth and dignity of the individual.³⁴

A psychology has arisen which is helpful to those who wish to extend values inherent in Concept III. Perceiving, Behaving, Becoming is an explication of this psychology and its application to schools. The yearbook editors, drawing from the ideas presented in four articles, state:

Administrators, because of their status position, are able to help teachers develop a feeling of self-worth. The principal who is able to work with his teachers in such a way that they feel they can afford to make mistakes provides an atmosphere in which teachers may grow personally as well as pro-

³⁴Roald F. Campbell and Russell T. Gregg, (eds.), Administrative Behavior in Education (New York: Harper and Brothers, 1957), Chapter IX, "The Individual and Administrator Behavior," p. 349.

professionally. The administrator who is able to accept the right of teachers to hold opinions which differ from his, who encourages faculty groups to make decisions regarding school policy, who does not use his position to squelch new and different ways of working or thinking, helps teachers to become self-acceptant and to be open to new ideas and ways of working. When other persons accept a teacher, the teacher is more able to accept himself.

The principal or superintendent who enters a faculty or departmental meeting without "knowing" what decisions the faculty or department should make is able to say to the group, by his behavior, "I'm willing to trust your judgement"; "You are able to make sound decisions"; or, "You are important people and I accept you as such." It is in such meetings that teachers have the opportunity to explore the meaning that education, with all its ramifications, has for them. In such an atmosphere the teacher is able to examine his philosophy, his techniques, his strengths and weaknesses, to make a realistic appraisal of himself as a teacher. In such an atmosphere the teacher is free to accept what he finds and to search for ways to improve himself as a teacher and as a person.³⁵

Ample evidence exists to support the validity of this "new psychology." But it will be accepted and applied by school people not on its validity alone. They will apply it only as its worth in attaining the values they hold is recognized.

Chapter Summary

This chapter has reported research directly related to this study. And the dearth of such research was noted.

Three concepts were stated, discussed, and supported from the literature.

³⁵Perceiving, Behaving, Becoming, op. cit., p. 138.

In Chapter III the process of data collection and analysis will be described. During that discussion certain changes in the original conception of the study will be recorded.

CHAPTER III

RESEARCH PROCEDURES OF THE STUDY

Introduction

This chapter describes the several phases of the research procedures used in this study. The population of the study is defined and the sample chosen is described. The procedures followed in developing the interview schedule and obtaining and conducting the interviews are outlined. Where appropriate, the rationale of specific questions in the interview schedule is discussed.

The Population

The population selected for study was "superintendents of school districts having between 3,000 and 12,000 students in the lower peninsula of Michigan." The population was identified by consulting the 1963-64 Michigan Education Directory and Buyer's Guide.¹ One hundred and nine superintendents were included in the population.

Schools whose superintendents were in the population and those included in the sample are shown in Appendix I.

¹Michigan Education Directory and Buyer's Guide 1963-64 (Lansing, Michigan: Michigan Education Directory), pp. 101-206.

The Sample

The sample was chosen by using a table of random numbers.² Approximately thirty per cent of the population, thirty-three superintendents, was chosen. The writer was unable to secure an interview with one of the superintendents chosen in the sample; the data for the study were secured from the other thirty-two superintendents and all computations in the presentation of the data are relative to them.

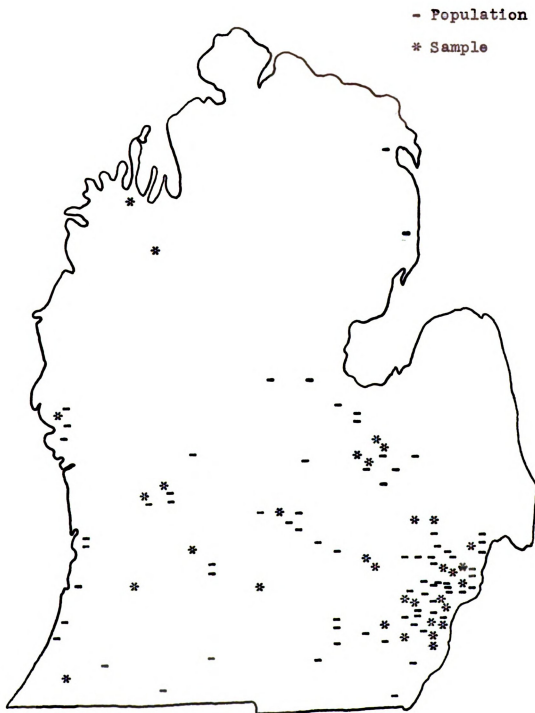
The map on page 35 (Illustration I) shows the geographic distribution of the population and the sample. Due to the population density in southeastern Michigan, many of the superintendents were located in districts in Oakland, Macomb and Wayne Counties. Almost sixty per cent were located in this area, with the remainder scattered throughout the lower peninsula.

Each superintendent in the sample had between nine and forty years of experience as a school administrator. The median number of years of experience was twenty-one. They had been in their present positions from one to thirty-three years. The median number of years of tenure in the present position was nine.

Table I shows the number of superintendencies which had been held by the superintendents in the sample. Two

²Allen L. Edwards, Statistical Methods for the Behavioral Sciences (New York: Rinehart and Company, Inc., 1958), Table I, Table of Random Numbers, pp. 472-476.

Illustration I.--Geographic Distribution
of the Population and Sample



had held a total of five positions and for twelve the present position was their only superintendency.

TABLE I.--Number of Superintendencies
Held by Members of the Sample

Number of Positions	Number of Superintendents
5	2
4	6
3	5
2	7
1	12

Note: Four members of the sample had held positions as assistant superintendents.

In addition to experience as superintendents, nineteen members of the sample had been secondary school principals, six had been elementary school principals, four had been assistant superintendents (two for business and two for instruction), one had been the head of a high school department and director of adult education, one had been director of physical education and student activities, and one had been president of a college. Five members of the sample had no experience as an administrator or supervisor except in the superintendency. (See Table XI, p. 75)

The graduate degrees held by the superintendents and the granting institutions are shown in Table II.

TABLE II.--Graduate Degrees* Held by Superintendents
in the Sample and Granting Institutions

Institution	M.A.	Degree Ed.S.	Ed.D.
University of Michigan	17 1 (physical education) 1 (educational psychology)		
Michigan State University	1 (soil technology) 1 (guidance)		4
Wayne State University	3		
University of Alabama	1		
State University of Iowa	1 (physical education)		
University of Tennessee	1		
Columbia	1		1
Miami University	1		
Central Michigan University		1	
University of Minnesota	1		
Harvard			1
Northwestern	1		
University of Detroit	1		

*In administration except where noted

Of the thirty-nine graduate degrees held by the superintendents, thirty-four were in some phase of school administration. Two superintendents held masters degrees in physical education; one of these also held a doctorate in administration and the other had completed the course work for that degree. One masters degree was in soil technology; that superintendent had also completed a year of graduate study in administration. One superintendent held a masters in guidance and a doctorate in administration. One had received his masters in educational psychology; he had minored in administration and taken some course work after receiving his masters. The specialist in education degree was held by one superintendent. Six superintendents held doctor of education degrees.

Arranging the Interviews

A letter was composed and sent to each of the superintendents in the sample. The letter outlined the interests of the investigator and requested the superintendents' cooperation (See Appendix II.) Each superintendent was then contacted by phone and a time for the interview was scheduled. As was noted earlier, one superintendent did not choose to participate in the study. During these phone conversations, several superintendents suggested that more could be learned about the instructional program by speaking with another individual in their district. They were told that the purpose of this study necessitated a look at

the instructional program through the eyes of the superintendent. This explanation was accepted in each case.

Two superintendents were unable to keep their originally scheduled interview date. In both cases, the interview was rescheduled when the investigator arrived for the first appointment and was conducted at the later date.

Conducting the Interview

Each interview was conducted in the office of the superintendent during the regular school day. The shortest interview was fifty minutes and the longest was two hours and ten minutes. The average length was one hour and sixteen minutes. Twenty-five of the interviews lasted from one hour to one hour and thirty minutes.

The superintendents had scheduled at least one hour when they would be free for the interview. However, they were not requested to make the time completely private by not receiving phone calls, although several of them did instruct their secretaries that they would receive only urgent calls. The investigator felt that, although complete privacy might have been desirable, to request it could produce unnecessary tensions. The arrangement worked very satisfactorily. The occasional interruptions served as "breathers" for both the superintendents and the interviewer. (Overhearing the multitude of topics which were brought to the attention of the superintendents during these phone calls also served to heighten the investigator's

understanding of the complexity of the superintendency and increase his respect for the men who serve in that position.)

The material shown as "Introductory Remarks" on the cover sheet of the interview schedule (See Appendix III) was covered at the beginning of each interview. Two of the areas need some explanation.

First, the superintendents were told that the interviewer was a graduate student at Michigan State University and the data secured in the interviews would be used in his doctoral study. The superintendents were not told that the interviewer had had some experience as a school administrator and that his major field of study was curriculum. It was felt that any tendency of the superintendents to be guarded in their replies might be heightened by this knowledge. Many of the superintendents requested and were given more information about the interviewer's background at the conclusion of the interview.

Second, in the section where the superintendents were told that the questions would cover two areas, instructional improvement and background material about themselves, a fine line was tread. It seemed necessary to tell the superintendents what areas would be covered without alerting them to the fact that relationships between the two kinds of data were being sought. Had they been so alerted, their responses in both areas would undoubtedly

have been influenced. The investigator felt that in all but three instances this effort was successful. Three superintendents raised the question of the "exact purpose of the study" when given an opportunity at the end of the introductory remarks. They were satisfied to continue the interview after previously stated information, with some embellishment, was repeated. It must be noted that the level of sophistication concerning education and research among the superintendents interviewed makes it impossible to suggest that many of them did not make intelligent guesses about the nature of the research. However, it is the investigator's opinion that the superintendents' responses were sincere and frank to the maximum degree. The responses quoted in Chapter IV will serve to support this judgment.

During the interviews the superintendents' responses were recorded in their exact words and phrases as far as possible. Within twenty-four hours after the interview the original notes were rewritten on four-by-six cards. This process included expanding the responses from memory, where necessary, so they would remain intelligible when the classification of the data was undertaken.

Development of the Interview Schedule

To accomplish the purposes of the study, two kinds of information needed to be secured during the interviews; information about the professional and educational back-

grounds of the superintendents and information about the superintendents' perceptions of instructional improvement.

Questions in both areas were developed and refined in consultation with members of the guidance committee and other faculty members. Finally a tentative schedule was prepared and four pilot interviews were held; two with graduate students who were former superintendents and two with superintendents who were members of the population, but not chosen in the sample. Some changes in wording, to achieve clarity, were made as a result of the pilot interviews. Also, several questions were dropped because they proved to be repetitious.

The general plan of the schedule was to ask first the questions concerning the superintendents' perceptions of instructional improvement and then raise the questions dealing with their educational and professional backgrounds. It was reasoned that their responses concerning instructional improvement might be influenced if the order were reversed; that is, reflecting on certain aspects of their professional and educational backgrounds might have prejudiced their other responses. The first six questions in the interview schedule were designed to elicit open-end responses concerning the superintendents' perceptions of instructional improvement.

Questions one and two dealt with the outcomes of efforts to improve instruction:

1. Would you mention some things which you feel indicate that efforts to improve instruction in your district have been successful?
2. Are there some things which you feel would improve instruction which have not been accomplished for one reason or another?

In many instances it was not necessary to ask question two because the superintendent would talk freely about things that needed to be accomplished as he responded to question one. The investigator was not interested in discriminating between things which had been accomplished and things which had not; the purpose of the question was to give the superintendent an opportunity to reveal what he saw as outcomes of efforts to improve instruction.

The superintendent's perceptions of the methods of bringing about instructional improvement were covered by questions three and four.

3. What ways of working seem to have been most successful in bringing about instructional improvement in your district?
4. Are there some ways of working which have not been tried which you think might be productive?

Question four was sometimes omitted because the superintendent would cover it in his response to question three.

Responses indicative of the superintendents' perceptions of the qualifications needed by persons working to improve instruction were elicited by questions five and six.

5. What are some of the experiences which the people who have responsibility for instructional improvement in your system have had, which are helpful to them in that role?
6. What are the experiences which you feel people should have to prepare them for such a role?

Question five was an attempt to relate the idea to people actually working in the district. Question six gave the superintendent an opportunity to think about the question in a more theoretical way. Several superintendents found it difficult to respond to this question. An alternate question was used in those cases:

If you were hiring a person who would have responsibility for instructional improvement, what kinds of experience would you look for in his background?

This question seemed to cover the same ground and the superintendents found it easier to answer.

Starting with question seven, the interview schedule dealt with the educational and professional backgrounds of the superintendents. Questions nine, ten, and eleven were exceptions. They were included in the section where the superintendents were being questioned about their previous supervisory experience because their content made it logical to do so.

9. Did you see the improvement of instruction as a part of your responsibility in those positions? Yes _____, No _____.
10. As you think about your prior experience, what are some of the things which you feel you did well in attempting to improve instruction?
11. What are some of the things which you feel, looking back, you could have improved on?

Although question nine required only a "yes" or "no" answer, most of the superintendents explained their answer. This free response often served to amplify the superintendent's perceptions of instructional improvement.

Questions ten and eleven asked the superintendents to assess their own role in the improvement of instruction. Although most of the superintendents did that in questions one through six, these questions provided a further look at their perceptions of instructional improvement.

The data concerning the superintendents' previous supervisory experience were obtained in questions seven and eight.

7. How many years have you been in your present position?
8. Prior to taking this position as superintendent what supervisory positions had you held?

Position

Years

_____	_____
_____	_____

Question twelve was designed to obtain a free response concerning the experience the superintendents had had with instructional improvement efforts when they were teachers.

12. As you look back on your days as a teacher, what stands out about the efforts to improve instruction which went on in the places where you worked? As most superintendents answered this question by saying, "nothing" or "not much", a probe was used to secure a response about the situations they worked in early in their careers. The probe was generally as follows:

"Can you tell me something about the place where you worked?"

In responding to this probe the superintendents usually recalled incidents which did have to do with instruction and made comments concerning the superintendents and principals they had worked for.

Questions thirteen, fourteen and fifteen secured factual information about the graduate school experience of the superintendents.

13. I would like to get a picture of your graduate work now. Do you have a masters degree? Do you have a degree beyond the masters?

<u>Degree</u>	<u>Institution</u>	<u>Major</u>	<u>Minor</u>	<u>Date</u>
M.A.	_____			
6 yr.	_____			
Ed.D.	_____			
Ph.D.	_____			

14. Are you working toward a doctorate or a 6 year degree? Yes _____, No _____.
15. (a) Have you taken any graduate work since the completion of your last degree?
Yes _____, No _____.
- (b) (If yes) What are the names of some of the courses you have taken?

_____	_____
_____	_____
_____	_____

Question sixteen was an attempt to find out how the superintendents evaluated their graduate school experience in relation to their responsibilities for instructional improvement.

16. As you think about the experiences you had in graduate school, which have been most helpful to you as you work to improve instruction in your system?

A probe, such as, "Can you tell me more about those experiences?" was usually used with this question.

The final question, seventeen, did not mention graduate school, but was in the context of the earlier questions which were about graduate school.

17. If you wanted to have experiences which would help you be a better instructional leader, what kinds of experiences would you seek?

The responses to this question were analysed in relation to the superintendents' graduate school experience on the rationale that mentioning an experience at a college or university implied a "high-valuing" of the graduate school experience and not mentioning such an experience implied a relatively "low-valuing" of the graduate school experience.

The Purpose of the Study: A Second Look

Before proceeding with the final section of Chapter III, which will describe the procedure followed in classifying and preparing to analyse the data, a few threads of the research which have become crossed, if not tangled, need to be reexamined. The reader is reminded that although research reports often make it appear that the steps of the research process took place in an orderly fashion, from "beginning to end," this is seldom the case. In this report, an attempt is made to describe one of the areas of confusion as it developed in the researcher's mind and evidenced itself in the early phases of the research process.

As the research began, several things were in process at the same time: the purposes of the study were stated in the form of a proposal and restated in a rough draft of Chapter I; the interview schedule was developed and pilot interviews were conducted; and the literature was reviewed and the concepts presented in Chapter II were formulated.

The general purpose of the study was to find out how superintendents perceive instructional improvement and what relationships exist between their perceptions and their educational and professional backgrounds. As an attempt was made to make the purposes more explicit and detailed, the dimensions of the superintendents' perceptions of instructional improvement to be examined were identified as, "(1) outcomes of instructional improvement activities, (2) methods of working to bring about instructional improvement, (3) qualifications for persons working to improve instruction." (See p. 5.)

But where did these dimensions come from? They were developed by the researcher as a framework for questions about instructional improvement to be included in the interview schedule. Their purpose was to provide a framework in which questions could be asked which would get the superintendents to talk about instructional improvement.

From this modest beginning, the three dimensions became mainstays in the whole research design and purpose (they were subsequently used in the "Relationships to be Explored" section, as well.) This seems to have occurred because of the researcher's desire to state, as early as possible, a definitive purpose for the study.

The three "dimensions of instructional improvement" have been identified as interlopers insofar as they became a part of the purpose of the study. It is now necessary

to reexamine the purpose of the study. What was the plan for investigating the superintendents' perceptions of instructional improvement? With what perceptions of instructional improvement was the study concerned?

As mentioned earlier, the statement of three concepts, as presented in Chapter II, was in process at the same time the purpose of the study was being developed. These concepts were stated and supported from the literature as "important to the processes of instructional improvement." The purpose of the study was to determine how the superintendents perceived instructional improvement, relative to these three important concepts, and to identify relationships between those perceptions and their professional and educational backgrounds. The statement of purpose should have read in part:

This study was an attempt to determine the perceptions of public school superintendents concerning instructional improvement. The superintendents' perceptions were investigated in relation to three concepts:

Concept I-- Every function of administration is related to the instructional program.

Concept II-- Changes in instruction occur when people change.

Concept III-- Instructional improvement occurs in situations where the worth of the individual is recognized.

These concepts are discussed and supported from the literature in Chapter II.

rather than:

"This study was an attempt to determine the perceptions of public school superintendents concerning instructional improvement. As the study was undertaken, three dimensions of the superintendents' perceptions were chosen for investigation: (1) outcomes of instructional improvement activities, (2) methods of working to bring about instructional improvement, (3) qualifications for persons working to improve instruction. These dimensions of the superintendents' perceptions were selected on the rationale that they represent a wide range of the total spectrum of their perceptions."³

In the questions raised concerning possible relationships which might exist among the data,⁴ the phrases dealing with "outcomes", "methods" and "qualifications" should be replaced by Concepts I, II and III and read as follows:

1. Does a relationship exist between the superintendents' perceptions relative to Concept I--
Every function of administration is related to the instructional program, and (a) the kind and extent of their supervisory experience, (b) the kind of instructional improvement activities

³See Chapter I, p. 4.

⁴See Chapter I, p. 8.

they experienced as teachers, (c) the kind and extent of their graduate work?

2. Does a relationship exist between the superintendents' perceptions relative to Concept II--
Changes in instruction occur when people change,
and (a) the kind and extent of their supervisory experience, (b) the kind of instructional improvement activities they experienced as teachers, (c) the kind and extent of their graduate work?
3. Does a relationship exist between the superintendents' perceptions relative to Concept III--
Instructional improvement occurs in situations where the worth of the individual is recognized,
and (a) the kind and extent of their supervisory experience, (b) the kind of instructional improvement activities they experienced as teachers, (c) the kind and extent of their graduate work?

Although this presentation has pointed to an area of confusion, it should be noted that the "dimensions of instructional improvement" are not unrelated to the "concepts" whose place they usurped in the statement of purpose. For instance, in the explication of Concept III, it is pointed out that one of the ways of inferring a superintendent's agreement or disagreement with that concept

is to find out how he sees himself and others working with the professional staff. One of the dimensions was concerned with "methods of bringing about instructional improvement." And questions used in the framework of that dimension asked the superintendents about "ways of working . . . in bringing about instructional improvement."

This restatement of the purpose of the study and the relationships which were being explored was undertaken, in this manner, to give the reader an understanding of the "roads taken" and "not taken" during the early phases of the research process.

Classification and Analysis of the Data

The procedures followed in classifying the data relative to Concepts I, II and III, which were presented in Chapter II, is described in this section. The classification of the data concerning the superintendents' professional and educational backgrounds is included in Chapter IV where those data are presented.

Questions one through six and nine through eleven of the interview schedule elicited free responses from the superintendents relative to the outcomes and methods of instructional improvement and the qualifications needed by persons working for instructional improvement. The rationale was that the superintendents in their responses to these questions would reveal their perceptions relative

to Concepts I, II and III. This proved to be a satisfactory rationale.

Classification of responses relative to Concept I--Every function of administration is related to the instructional program.

The superintendents often made mention of public relations, finance, buildings, and other functions of administration sometimes not thought of as related to instruction. When a response implied that the function was not related to instruction, it was classified as disagreeing with Concept I. When the response implied that the function was related to instruction, it was classified as agreeing with Concept I. A third classification was used for those superintendents who made no response relative to Concept I or made contradictory responses. This classification was designated none or contradictory. The classification of these data was based on inferences drawn by the writer from responses made by the superintendents. The interviews used to collect these data made it possible for the interviewer to hear the responses in the context of the total interview, establish rapport, and observe non-verbal responses to the various questions. This, as well as the opportunity to seek clarification when necessary, should have enhanced the validity of the inferences drawn. Examples of responses classified as agreeing and disagreeing are given on p. 61, Chapter IV.

Classification of responses relative to Concept II--Changes in instruction occur when people change.

The superintendents had numerous opportunities to talk about people changing as a part of instructional improvement. For instance, they could point to changed teacher behavior as indicating that instruction had improved (question 1), or they could speak of ways of changing people (question 3), or experience in changing people (question 5).

Two categories were used in classifying the responses relative to Concept II. If the response was either implicit or explicit about the need to change people, it was classified as agreeing with Concept II. The second category was made up of those superintendents whose responses did not include any reference to the need to change people. Examples of agreeing responses are given on p. 62 of Chapter IV.

Classification of responses relative to Concept III--Instructional improvement occurs in situations where the worth of the individual is recognized.

Two kinds of responses were seen as relative to Concept III. The first had to do with the superintendents' mentioning of children. It was noted that some of the superintendents mentioned children in their responses and some did not. Is the mentioning of children or the failure to do so, in an interview such as the one conducted,

related to Concept III? The question is certainly debatable. The writer chooses to argue that it is related; that we can infer something about a superintendent's valuing of children on the basis of whether or not he mentions them in discussing instructional improvement. And that this valuing of children is related to his feelings about the worth of individuals.

The responses relative to children were placed in three categories. Those which mentioned loving, knowing, understanding children were classified as understanding. Scientific was used to designate those responses which mentioned children in a more impersonal way, such as, ways of grouping, results of measuring, and number of children. A designation of none was used for those superintendents who did not mention children in their responses. Examples of these responses are given on p. 64 of Chapter IV.

The superintendents had an opportunity to express themselves about working with people to improve instruction. They talked about how they do it, how others do it, how it ought to be done, and so on. The discussion of Concept III in Chapter II suggested that something can be inferred about a superintendent's perceptions of the worth of individuals from the way he works with people in improving instruction.

The responses relative to ways of working with people were classified as freeing or directing. Responses which

implied the need to allow people to grow, to free people, to respect their individuality, were classified as freeing. The responses which implied the need to tell, sell, manipulate, and direct people were classified as directing. A third classification, none or contradictory was used when there were no classifiable responses and when the responses were contradictory. Examples of freeing and directing responses are given on pp. 66-67 of Chapter IV.

Classification of the data relative to Concepts I, II and III has been discussed in some detail because of the need to clarify the relationship between the responses and the concepts, and to make the methods of classification explicit. The classification of the data relative to the professional and educational backgrounds of the superintendents is discussed when those data are presented in Chapter IV.

The relationships between the superintendents' perceptions of instructional improvement (Concepts I, II and III) and their professional and educational backgrounds are analysed in Chapter IV. The classifications of the superintendents' responses relative to Concepts I, II and III are presented in the first part of the chapter. Then each of the background factors is shown in relation to those classifications. The number and per cent of superintendents having a particular background factor in common

is shown with respect to each classification relative to Concepts I, II and III.

Summary

This chapter has described the research procedures including: identification of the population, selection and description of the sample, development of the interview schedule, conduct of the interviews, and classification of portions of the data.

One section of the chapter reexamined portions of the research process to this point and attempted to clarify the purpose of the study.

The data of the study will be presented and analysed in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The study data are presented and analysed in this chapter. Data describing the population and sample were presented in Chapter III. The data presented here were collected during interviews with the thirty-two superintendents who constituted the study sample.

The verbal responses of the superintendents relative to Concepts I, II and III are presented in the first section of the chapter. Following this presentation, data relative to the superintendents' experience in supervisory positions, experience with instructional improvement as a teacher, and experience in graduate school are presented. Relationships between these data and the superintendents' responses relative to Concepts I, II and III are analysed.

Superintendents' Verbal Responses Relative to Concepts I, II and III

The superintendents responded to a series of questions concerning (1) what they saw as the outcomes of attempts to improve instruction, (2) how they saw themselves and others working in bringing about instructional improvement, and (3) what they saw as qualifications for people in

positions of instructional leadership. These responses have been classified in relation to Concepts I, II and III.

Concept I--Every function of administration is related to the instructional program.

Three classifications were used in analysing the superintendents' responses: (1) responses which showed an agreement with Concept I, (2) responses which disagreed with Concept I, and (3) either contradictory responses or no responses which could be classified as agreeing or disagreeing with Concept I. The data thus classified are presented in Table III.

TABLE III.--Superintendents' Responses
Relative to Concept I

Type of Response	Frequency	Per Cent of Total
Agreeing	10	31.25
None or Contradictory	16	50
Disagreeing	6	18.75

The responses of ten superintendents were classified as being in agreement with Concept I; those of six were in disagreement with Concept I; and sixteen superintendents made remarks which were contradictory or made no remarks which were classifiable.

Selected Comments.--Classified as disagreeing with Concept I:

"We (superintendents) are concerned with instructional improvement, but we must spend a large part of our time with budgets and bonds."

"I guess I'm a 'bonds, busses and budgets' man."

"I've always been busy building buildings, worrying about drains, etc."

Selected Comments.--Classified as agreeing with Concept I:

"I've built buildings, which improve instruction, and secured federal money for the development of our instructional program."

"To improve instruction, we need a new building; space is inadequate, severely so."

"Our program would be better if we could have better relations with the community, like Flint."

Concept II--Changes in instruction occur when people change.

Twenty-five of the superintendents made remarks which implied a need for change in the attitudes and behaviors of people if instruction was to change. Seven superintendents made no remarks which indicated a need for change in people.

TABLE IV.--Superintendents' Responses
Relative to Concept II

Type of Response	Frequency	Per Cent of Total
Agreeing	25	78.13
None	7	21.87

The remarks of the superintendents were classified as agreeing with Concept II if they implied a need for change in people in order to bring about improved instruction. No attempt was made to judge either the superintendents' understanding of how people change or consider the methods of changing people implied in their remarks. This broad classification coupled with the large number of change-implying words in the vocabularies of most educators probably explains why the remarks of twenty-five superintendents agreed with the concept. The classification is less discriminating than those relative to Concepts I and III; however, some relationships between the professional and educational backgrounds of the superintendents are indicated in the data analysis.

Selected Comments.--"Some teachers are reluctant to accept change. We have decided on a new math program, but some still don't want to do it. We are paying tuition for teachers to take a math course here."

"It (method of improving instruction) is basically a stimulus-response approach. Works well when the stimulus gets the response, it doesn't always . . ." "How do you turn a dull teacher into an inspiring one?"

"We encourage the staff to better themselves."

"We will have a man from the company demonstrate the many uses of this medium. Then, a few weeks later, we will ask teachers to list how many ways they have used it. This will, in a gentle fashion, give them incentive."

"We (faculty) need to change away from our academic orientation."

"We have student teachers in our system. This has a tendency to shape-up the critic teachers."

Concept III--Instructional improvement occurs in situations where the worth of the individual is recognized.

Two types of responses were considered in relation to Concept III. The superintendents' responses concerning children constituted the first type. The responses were placed in one of three classifications: (1) those which did not mention children, i.e., during the interview the superintendent made no mention of children, (2) those which mentioned children in a scientific or detached way, and (3) those which mentioned children in an affectionate or understanding way.

It was noted early in the interviews that some superintendents did not mention children during the entire inter-

view and some did. An examination of the responses mentioning children showed that some asserted the need to love, accept, and understand children, while others reported such things as measuring (testing) and grouping children. The terms "understanding" and "scientific" were chosen to identify the two classifications. Table V shows the classification of verbal responses concerning children.

TABLE V.--Superintendents' Responses
Relative to Concept III--Children

Type of Response Concerning Children	Frequency	Per Cent of Total
Understanding	13	40.6
Scientific	11	34.4
None	8	25

Eight superintendents did not mention children during the interviews; eleven mentioned children in a scientific or detached manner; and thirteen mentioned children in an understanding or affectionate way.

Selected Comments.--Classified as scientific or detached remarks:

"As a high school principal I provided broader course offerings for students to select from."

"We may approach teachers and say, 'Are you having trouble getting kids to read?'"

"We need to have smaller groupings of kids, for instance, six rather than three groups in a class."

"The success of our students on standardized tests is on the up-swing."

"In junior high we have cut class sizes, added staff and reduced student time in study halls."

Selected Comments.--Classified as understanding or affectionate remarks:

"Pupil-teacher relationships were good; teachers respected kids and kids respected teachers."

"I took a course called 'Individual Differences' back in the thirties; it has been very helpful as I work with teachers, kids and people in general."

"Teachers need to accept and love every child. I spent two years working in a mental hospital. I came to believe that if love and acceptance is good for the mentally ill, helps them get better, then it should be a part of the education process as we work in schools."

"Basically it has something to do with how you feel about kids. I love kids. If you do, you want to improve things for them."

"Through experience, raising own kids, other people, you begin to see that schools are for kids. What I do has an influence on many people; this is scary."

Also relative to Concept III were the superintendents' responses regarding how they work with staff in

bringing about the improvement of instruction. These verbal responses were placed in one of three classifications: (1) freeing, (2) directing, and (3) no classifiable remarks, or contradictory remarks. Responses which implied the need to allow people to grow, to free people, to respect their individuality, were placed in the freeing category. Those which implied the need to tell, sell, manipulate and direct people were classified as directing. The third classification was used when the superintendent's remarks were contradictory and when there were no classifiable remarks. Table VI shows the distribution of the verbal responses in these categories.

TABLE VI.--Superintendents' Responses
Relative to Concept III--Freeing/Directing

Type of Response	Frequency	Per Cent of Total
Freeing	13	40.6
None or Contradictory	8	25
Directing	11	34.4

Eleven superintendents made remarks which were classified as directing; thirteen made freeing remarks; and eight made either no classifiable remarks or contradictory ones.

Selected Comments.--Directing:

"K-12 subject coordinator works, pushing, provoking,

etc. K-12 curriculum director could work with new teachers; observing in their classrooms and suggesting ways to improve their teaching."

"Organize a teacher's committee; they get assigned a job. Maneuver to get teachers thinking on problems."

"Would like to be able to release principals from teaching. They could be in the classrooms and send supervisory reports directly to me; I don't want a 'supervision' person."

"Each keeps the others (administrators) informed through our general administrative meetings. When we are ready with something, we clear a date and invite the teachers in to a meeting."

"We have an elaborate committee organization; each teacher must be on at least one committee. An elaborate bulletin at the first of the year outlines goals, etc. Volunteers are secured for each committee; there is some shifting if too many are in one area. Assistant superintendent doesn't care who is working where, as long as the distribution is right."

"In the administrative council, I dominate. Guess you could say an 'enlightened despot.' I structure and pick brains. They (other administrators) are an extension of the superintendent. Others (superintendents) may say they do it differently, but they don't."

Selected Comments.--Freeing:

"Teachers develop ideas and say, 'Let's try this.'
 . . . principals are individuals; some work like I did, but some don't."

"I want to permit our principals to grow. I operate on the 'faith principle'; give people responsibility and let them know you will back them up."

"Principals meet as a group with the superintendent. There is time for what they want to talk about (anything) at each meeting."

"I want principals to work as I do, but they are individuals, too. Those who can 'stand' the give and take of our discussions in administrative council use that method with their staffs. One young fellow wants to be his own boss; calls it undemocratic if he doesn't get his way. He doesn't give his staff any say."

"Improving instruction is often a matter of getting together, blowing off steam and getting down to problems. It is a matter of working with people (you can bring in technical people.) Proper relationships can make it possible for things to happen."

"You must give a group responsibility and authority to act. I don't always agree, but I don't have all the brains. We hire intelligent teachers."

"We try for total involvement of staff in curriculum study and work; this is not done by calling in consultants

to dictate what we should do. You can get involvement by letting people gripe (problems aren't always directly related to instruction); then identifying problems and starting to work on it."

This section has reported the verbal responses of the superintendents relative to Concepts I, II and III.

Data Concerning the Superintendents' Professional and Educational Backgrounds

The superintendents reported on three areas of their professional and educational backgrounds during the interviews. The three areas were: (1) experience as a supervisor, (2) experience in being supervised as a teacher, and (3) graduate school experience. In this section, the data concerning these background factors are reported and relationships between them and Concepts I, II and III are explored.

Superintendents' Experience as Supervisors.--The analysis includes three factors relative to the superintendents' experience as a supervisor: (1) years of experience as a supervisor or administrator, (superintendent or assistant, principal or assistant, director of secondary or elementary education, etc.); (2) number of years in present position; and (3) kinds of supervisory experience prior to becoming a superintendent.

Years of Experience as a Supervisor.--The rationale of this analysis was that the verbal responses concerning

Concepts I, II and III of younger, less experienced, more recently trained superintendents, might be different from those of older, more experienced and earlier trained superintendents.

The data revealed that five superintendents had less than ten years of experience, ten superintendents had eleven to twenty, nine had twenty-one to thirty, and eight had over thirty. Tables VII and VIII present these data and their relationship to Concepts I, II and III.

TABLE VII.--Superintendents' Total Years of Supervisory Experience as Related to Concepts I and II

Years of Experience	Concept I						Concept II			
	Agreeing		None or Contradictory		Disagreeing		Agreeing		None	
	f	%	f	%	f	%	f	%	f	%
1-10 (N=5)	2	40	2	40	1	20	4	80	1	20
11-20 (N=10)	2	20	6	60	2	20	10	100	0	0
21-30 (N=9)	4	44	3	33	2	23	7	77	2	23
31 and over (N=8)	2	25	5	62	1	13	4	50	4	50

Table VII indicates no relationship between the superintendents' total years of experience as a supervisor

and their responses relative to Concept I.

Regarding Concept II, Table VII reveals that of the superintendents who have in excess of thirty years of supervisory experience, fifty per cent made responses in agreement with Concept II and fifty per cent failed to do so. Eighty per cent of the superintendents having less than ten years of experience made responses in agreement with Concept II, one hundred per cent of those having eleven to twenty years did so, as did seventy-seven per cent in the twenty-one to thirty years of experience classification.

In Table VIII the comparison between years of experience and Concept III is shown.

TABLE VIII.--Superintendents' Total Years of Supervisory Experience as Related to Concept III

Years of Experience	Concept III-Children						Concept III-Freeing Directing					
	Under-stand- ing		Scien- tific		None		Free- ing		None or Contra- dictory		Direct- ing	
	f	%	f	%	f	%	f	%	f	%	f	%
1-10 (N=5)	2	40	2	40	1	20	1	20	2	40	2	40
11-20 (N=10)	5	50	1	10	4	40	4	40	3	30	3	30
21-30 (N=9)	3	33	4	44	2	23	5	55	1	11	3	34
31 and over (N=8)	3	37	4	50	1	13	3	37	2	25	3	37

The only notable relationship revealed by this analysis is that only twenty per cent of the least experienced superintendents made freeing remarks, compared to forty per cent in the eleven to twenty year range, fifty-five per cent in the twenty-one to thirty year range, and thirty-seven per cent in the thirty-one and over category.

Years in Present Position.--The superintendents in this study reported that they had been in the same position for a period of one to thirty-three years. The average tenure was eight years.

It is sometimes supposed that people who stay in the same position are different from those who do not. The data were examined to determine if any relationships existed between tenure in the same position and Concepts I, II and III. Tables IX and X illustrate the findings.

The superintendents who had been in their present position from one to five years more frequently made remarks in agreement with Concept I than did the superintendents in the other three categories (46% as compared with 25% in the six to ten year range, 12.5% in the eleven to fifteen year range, and 29% in the sixteen and over range.)

Superintendents who had been in their present positions from six to ten years made remarks in agreement with Concept II less often than did the superintendents in the other categories (50% as compared with 92% in the one to five year range, 62% in the eleven to fifteen year range, and 86% in the sixteen years and over range.)

TABLE IX.--Superintendents' Years in Present Position
as Related to Concepts I and II

Years in Present Position	Concept I						Concept II			
	Agreeing		None or Contradictory		Disagreeing		Agreeing		None	
	f	%	f	%	f	%	f	%	f	%
1-5 (N=13)	6	46	4	30	3	24	12	92	1	8
6-10 (N=4)	1	25	3	75	0	0	2	50	2	50
11-15 (N=8)	1	12.5	6	75	1	12.5	5	62	3	38
16 and over (N=7)	2	29	3	42	2	29	6	86	1	14

TABLE X.--Superintendents' Years in Present Position
as Related to Concept III

Years in Present Position	Concept III-Children						Concept III-Freeing Directing					
	Understanding		Scientific		None		Freeing		None or Contradictory		Directing	
	f	%	f	%	f	%	f	%	f	%	f	%
1-5 (N=13)	6	46	3	24	4	30	6	46	4	30	3	24
6-10 (N=4)	0	0	2	50	2	50	0	0	0	0	4	100
11-15 (N=8)	4	50	1	12.5	3	37.5	3	37.5	3	37.5	2	25
16-over (N=7)	2	29	5	71	0	0	4	57	1	14	2	29

Superintendents who had been in their present positions from six to ten years made no understanding remarks concerning children, compared to six (49%) in the one to five year range, four (50%) in the eleven to fifteen year range, and two (29%) in the sixteen years and over range, who did make understanding remarks.

Superintendents who had been in their present positions from six to ten years made no freeing remarks concerning working with their staffs (0% as compared to 46% in the one to five year range, 37.5% in the eleven to fifteen year range, and 57% in the sixteen years and over range.) Four (100%) of the superintendents who had been in their present positions from six to ten years made directing remarks concerning working with their staffs (compared to 24% in the one to five year range, 25% in the eleven to fifteen year range, and 29% in the sixteen years and over range.)

Kinds of Supervisory Experience Prior to Becoming a Superintendent.--Table XI shows the kinds of supervisory experience the superintendents had had before becoming superintendents.

Nineteen of the superintendents had been secondary school principals prior to becoming superintendents. The superintendents who had been secondary school principals were compared to those who had not been in relation to Concepts I, II and III. Tables XII and XIII illustrate the findings.

TABLE XI.--Superintendents' Prior Experience as Supervisors

Type of Experience	Number of Superintendents
Elementary Principal	4
Secondary Principal	16
Secondary Principal and Other:	
Assistant Superintendent- Instruction	1
Administrator of Adult Service Schools	1
Director of Adult Education and Head of Department	1
Elementary Principal and Other:	
Assistant Superintendent- Instruction	1
Assistant Superintendent- Business	1
Other Supervisory Positions:	
Director of Physical Education and Student Activities	1
Assistant Superintendent- Business	1
No Supervisory Experience	5

TABLE XII.--Experience as a Secondary Principal
as Related to Concepts I and II

Experience as Secondary Principal	Concept I				Concept II					
	Agreeing		None or Contra- dictory		Dis- agreeing		Agreeing		None	
	f	%	f	%	f	%	f	%	f	%
Yes (N=19)	5	26.3	10	52.6	4	21.1	14	73.7	5	26.3
No (N=13)	5	38.5	6	46.1	2	15.4	11	84.6	2	15.4

Relative to Concept I, there appeared to be little difference between superintendents who had been secondary principals and those who had not. Five superintendents (38%) who had not had secondary principalship experience made remarks in agreement with Concept I; five (26%) of those who had the experience made agreeing remarks. Fourteen superintendents (73.7%) who had secondary principalship experience made remarks agreeing with Concept II; eleven (84.6%) who had not had secondary principalship experience made agreeing remarks.

Table XIII shows that two superintendents (15.4%) who had experience as secondary principals did not mention children during the interview; six (46.1%) of those without secondary experience did not. This difference was reflected in the scientific mentioning of children as nine

(42.5%) of the secondary-experienced superintendents mentioned children in a scientific way as against two (15.4%) who had no secondary principalship experience.

Table XIII reveals no notable differences between the secondary-experienced and secondary non-experienced relative to freeing and directing remarks.

TABLE XIII.--Experience as a Secondary Principal as Related to Concept III

Experience as Sec- ondary Principal	Concept III-Children				Concept III-Freeing Directing							
	Under- stand- ing		Scien- tific		None		Free- ing		None or Contra- dictory		Direct- ing	
	f	%	f	%	f	%	f	%	f	%	f	%
Yes (N=19)	8	42.1	9	42.5	2	15.4	8	42.1	4	21.1	7	36.8
No (N=13)	5	38.5	2	15.4	6	46.1	5	38.5	4	30.75	4	30.75

Table XI shows that seven of the superintendents had had experience in the supervision of elementary programs prior to becoming a superintendent; six as elementary principals and one as an assistant superintendent for instruction. Tables XIV and XV show the relationship between this experience factor and Concepts I, II and III.

TABLE XIV.--Experience as an Elementary Supervisor
as Related to Concepts I and II

Elementary Experience	Concept I						Concept II			
	Agreeing		None or Contra- dictory		Dis- agreeing		Agreeing		None	
	f	%	f	%	f	%	f	%	f	%
Yes (N=7)	2	28.6	4	57.1	1	14.3	7	100	0	0
No (N=25)	8	32	12	48	5	20	18	72	7	28

TABLE XV.--Experience as an Elementary Supervisor
as Related to Concept III

Elementary Experience	Concept III-Children						Concept III-Freeing Directing					
	Under- stand- ing		Scien- tific		None		Free- ing		None or Contra- dictory		Direct- ing	
	f	%	f	%	f	%	f	%	f	%	f	%
Yes (N=7)	3	42.9	0	0	4	57.1	4	57.1	2	28.6	1	14.3
No (N=25)	10	40	11	44	4	16	9	36	6	24	10	40

Superintendents with elementary supervisory experience did not differ from those that were without such experience relative to Concept I.

Seven (100%) of the superintendents with elementary experience made remarks in agreement with Concept II; eighteen (72%) of those without elementary experience made remarks in agreement with Concept II.

Relative to Concept III, four (57.1%) of the elementary-experienced superintendents did not mention children during the interview compared to four (16%) of the superintendents who did not have elementary experience. This difference was reflected in the number of scientific remarks concerning children, as the experienced made no scientific remarks compared to eleven (44%) of the non-experienced. Three (42.9%) of the elementary-experienced superintendents made understanding remarks while ten (40%) of those without elementary experience made understanding remarks.

Four (57.1%) of the elementary-experienced superintendents made freeing remarks relative to working with their staffs as compared to nine (36%) of those without elementary experience. This difference was reflected in the number of directing remarks made, with one (14.3%) elementary-experienced superintendent making directing remarks compared to ten (40%) of those without elementary experience.

Relationships between the superintendents' previous supervisory experience and Concepts I, II and III have been reported in this section.

Superintendents' Experience in Being Supervised as Teachers.--Each superintendent responded to the question, "As you look back on your days as a teacher, what stands out about the efforts to improve instruction which went on in the places where you worked?"

The initial responses were placed in three categories: (1) responses indicating that little or no effort to improve instruction was present, (2) responses indicating that efforts were made, but the superintendents (as teachers) felt negatively about them, and (3) responses indicating that efforts were made about which the superintendents (as teachers) felt positively. Table XVI shows the results of this categorization.

TABLE XVI.--Superintendents' Responses Regarding Efforts to Improve Instruction in Schools Where They Worked as Teachers

Classification of Response	Frequency	Per Cent of Total
Little or No Effort	23	71.1
Some Effort-Negative	5	12.5
Some Effort-Positive	3	9.4

The data as presented in Table XVI are of interest as they show that only three (9.4%) of the superintendents gave responses indicating that they, as teachers, experienced efforts to improve instruction about which they felt

positively. Twenty-three (71.1%) indicated that there had been little or no effort and five (12.5%) indicated that there had been some effort, but that they felt negatively toward it. The small number of responses in the two "Some Effort" categories made it impractical to attempt a further analysis of these data.

After the initial response to the question concerning efforts to improve instruction in places where they had worked, a general probing question was posed for each of the superintendents. This probe was usually, "Would you tell me something more about the situation(s) in which you worked?" The responses to this question were classified as follows: (1) those which mentioned people in a positive way, (2) those which did not mention people, and (3) those which mentioned people in a negative way. The results of this classification, in relation to Concepts I, II and III are shown in Tables XVII and XVIII.

Four superintendents (40%) who made positive remarks about people agreed with Concept I, three (30%) who did not mention people agreed with Concept I, and two (18.2%) of those who made negative remarks concerning people agreed with Concept I.

Nine (90%) of the superintendents from both the groups which made positive remarks and the group which made no remarks agreed with Concept II. Of the eleven superintendents who made negative remarks about people, six (54.5%) agreed with Concept II.

TABLE XVII.--Superintendents' Remarks Concerning People in Places Where They Worked in Relation to Concepts I and II

Kind of Remark	Concept I						Concept II			
	Agreeing		None or Contradictory		Disagreeing		Agreeing		None	
	f	%	f	%	f	%	f	%	f	%
Positive (N=10)	4	40	3	30	3	30	9	90	1	10
None (N=10)	3	30	4	40	3	30	9	90	1	10
Negative (N=11)	2	18.2	6	54.5	3	27.3	6	54.5	5	45.5

TABLE XVIII.--Superintendents' Remarks Concerning People in Places Where They Worked in Relation to Concept III

Kind of Remark	Concept III-Children						Concept III-Freeing Directing					
	Understanding		Scientific		None		Freeing		None or Contradictory		Directing	
	f	%	f	%	f	%	f	%	f	%	f	%
Positive (N=10)	7	70	1	10	2	20	9	90	1	10	0	0
None (N=10)	2	20	7	70	1	10	2	20	3	30	5	50
Negative (N=11)	3	27.3	3	27.3	5	45.4	1	9.1	4	36.4	6	54.5

Seven superintendents (70%) who mentioned people positively made understanding remarks about children, seven (70%) who failed to mention people, made scientific remarks concerning children, and five (45.5%) who mentioned people negatively did not make any remarks concerning children.

Nine (90%) of the superintendents who made positive remarks about people in places where they had worked made freeing remarks about working with their staffs. Two (20%) who did not mention people and one (9.1%) who mentioned people negatively made freeing remarks. Of these two latter groups, five (50%) and six (54.5%) respectively made directing remarks about working with their staffs.

Relationships between the superintendents' experience with efforts to improve instruction when they were teachers and Concepts I, II and III have been reported in this section.

Superintendents' Graduate School Experience.--Several questions secured information about the superintendents' graduate school experience. Data concerning degrees held, when received, and institutions attended were presented in Chapter III (See Table II, p. 37)

In this section, data concerning (1) recency of obtaining the masters degree, (2) extent of graduate study, (3) remarks about graduate school experience, and (4) selection of graduate school as a valuable experience, are presented and relationships to Concepts I, II and III are analysed.

Recency of Obtaining Masters Degree.--Each of the superintendents reported the date when he received his masters degree. The most recent masters degree was granted in 1955, nine years ago; the earliest masters was granted in 1932, thirty-two years ago. Thirteen superintendents received their masters degree between nine and fifteen years ago. Nineteen received their degrees between eighteen and thirty-two years ago. The two groups are compared in relation to Concepts I, II and III in Tables XIX and XX.

TABLE XIX.--Recency of Receiving Masters Degree
in Relation to Concepts I and II

Degree Granted in the Past	Concept I						Concept II			
	Agree- ing		None or Contra- dictory		Dis- agree- ing		Agree- ing		None	
	f	%	f	%	f	%	f	%	f	%
9-15 years (N=13)	4	30.8	7	53.8	2	15.4	12	93	1	8
18-32 years (N=19)	6	31.6	7	36.8	6	31.6	13	68.4	6	31.6

No difference appeared between the superintendents who received their degrees eighteen to thirty-two years ago and those who received them nine to fifteen years ago in their statements in agreement with Concept I. Two (15.4%) of the superintendents in the nine to fifteen group made statements disagreeing with Concept I as against six (31.6%) in the eighteen to thirty-two year classification.

Twelve (92%) of the superintendents who received their degrees more recently made statements in agreement with Concept II as against thirteen (68.4%) who received their degrees earlier.

TABLE XX.--Recency of Receiving Masters Degree in Relation to Concept III

Degree Granted in the Past	Concept III-Children				Concept III-Freeing Directing							
	Under-stand- ing		Scien- tific		None		Free- ing		None or Contra- dictory		Direct- ing	
	f	%	f	%	f	%	f	%	f	%	f	%
9-15 years (N=13)	6	46.2	2	15.4	5	38.4	4	30.8	5	38.4	4	30.8
18-32 years (N=19)	7	36.9	8	42.1	4	21	9	47.4	3	15.8	7	36.8

Of the superintendents who received their masters degrees more recently, six (46.2%) made understanding remarks concerning children, two (15.4%) made scientific remarks, and five (38.4%) did not mention children. Of those who received their degrees earlier, seven (36.9%) made understanding remarks, eight (42.1%) made scientific remarks, and four (21%) did not mention children.

Four of the superintendents (30.8%) in the recent classification made freeing remarks in discussing working with their staffs; nine (47.4%) in the earlier classification made freeing remarks.

Extent of Graduate Study.--The superintendents were divided into three classifications according to the extent of their graduate study: (1) those who had a masters degree and little or no work beyond; (2) a masters degree plus twenty-five to thirty semester credits; and (3) a masters degree plus sixty semester credits, a specialist degree, or a doctorate.

These data, in relation to Concepts I, II and III, are presented in Tables XXI and XXII.

TABLE XXI.--Extent of Graduate Study in Relation to Concepts I and II

Extent of Graduate Study	Concept I						Concept II			
	Agree- ing		None or Contra- dictory		Dis- agree- ing		Agree- ing		None	
	f	%	f	%	f	%	f	%	f	%
M.A. (N=11)	2	18.2	6	54.5	3	27.3	8	72.7	3	27.3
M.A. plus 30 (N=8)	3	37.5	3	37.5	2	25	6	75	2	25
M.A. plus 60 (N=13)	5	38.5	7	53.8	1	7.8	11	84.6	2	15.4

The superintendents with the least graduate study agreed with Concept I least frequently; two (18.2%) as compared to three (37.5%) and five (38.5%) of the superintendents in the masters plus thirty and the masters plus sixty classifications respectively.

There was little difference shown in the agreement with Concept II; eight (72.7%) in the masters classification agreed, six (75%) in the masters plus thirty, and eleven (84.6%) in the masters plus sixty.

TABLE XXII.--Extent of Graduate Study
in Relation to Concept III

Concept III-Children											Concept III-Freeing Directing		
Extent of Graduate Study	Under-stand- ing		Scien- tific		None		Free- ing		None or Contra- dictory		Direct- ing		
	f	%	f	%	f	%	f	%	f	%	f	%	
M.A. (N=11)	4	36.4	5	45.4	2	18.2	5	45.4	1	9.2	5	45.4	
M.A. plus 30 (N=8)	5	62.5	2	25	1	12.5	4	50	1	12.5	8	37.5	
M.A. plus 60 (N=13)	4	30.8	4	30.8	5	38.4	4	30.8	6	46.2	3	23	

Five superintendents (62.5%) in the masters plus thirty classification made understanding remarks concerning children compared to four (36.4%) in the masters group and four (30.8%) in the masters plus sixty group.

Five superintendents (45.4%) in the masters classification made freeing remarks concerning working with their staffs compared to four (50%) of the masters plus thirty and four (30.8%) of the masters plus sixty. Directing remarks were made by five (45.4%) of the superintendents in

the masters classification, eight (37.5%) in the masters plus thirty, and three (23%) in the masters plus sixty.

Remarks About Graduate School Experience.--The superintendents responded to the question, "As you reflect on your graduate school experiences, which have been most helpful to you as you attempt to give leadership to the improvement of instruction in your system?"

Nineteen superintendents mentioned people in their response to this question. They indicated that they had come to know certain instructors well, that they had maintained communications with instructors, and generally implied that the experience had been helpful because of the people involved. Thirteen of the superintendents did not mention people; they mentioned courses, fields of knowledge, and specific kinds of experiences. Tables XXIII and XXIV compare the two groups in relation to Concepts I, II and III.

Of the superintendents who mentioned people, seven (36.8%) agreed with Concept I and one (5.3%) disagreed with Concept I. Three superintendents (23%) who did not mention people agreed with Concept I and five (38.5%) disagreed.

Sixteen superintendents (84.2%) who mentioned people agreed with Concept II as compared to nine (69.2%) who did not mention people.

TABLE XXIII.--Remarks About Graduate School Experience as Related to Concepts I and II

Mentioned People	Concept I						Concept II			
	Agreeing		None or Contradictory		Disagreeing		Agreeing		None	
	f	%	f	%	f	%	f	%	f	%
Yes (N=19)	7	36.8	11	57.9	1	5.3	16	84.2	3	15.8
No (N=13)	3	23	5	38.5	5	38.5	9	69.2	4	30.8

TABLE XXIV.--Remarks About Graduate School Experience as Related to Concept III

Mentioned People	Concept III-Children						Concept III-Freeing Directing					
	Understanding		Scientific		None		Freeing		None or Contradictory		Directing	
	f	%	f	%	f	%	f	%	f	%	f	%
Yes (N=19)	10	52.6	5	26.3	4	21.1	11	57.9	5	26.3	3	15.8
No (N=13)	3	23	6	46.2	4	30.8	2	15.4	3	23	8	61.6

The superintendents who mentioned people most frequently made understanding remarks concerning children; ten (52.6%) as compared to three (23%) of those who did not mention people.

Eleven superintendents (57.9%) who mentioned people made freeing remarks concerning working with their staffs compared to two (15.4%) of those who did not mention people. Eight superintendents (61.6%) who did not mention people made directing remarks compared to three (15.8%) of those who did mention people.

Selection of Graduate School as a Valuable Experience.--The superintendents responded to the question, "If you could choose an experience or experiences which would help you in your role of improving instruction, what kinds of experience would you choose?" This was the last question of the interview and followed four questions which had to do with graduate school experiences. The responses to the question were varied, including visitations, study, work within the system, reading, and graduate school.

The responses were placed in two classifications; those which included an experience in a graduate school setting (not necessarily formal course work) and those which did not. Tables XXV and XXVI show the relationships between these classifications and Concepts I, II and III.

Six superintendents (46.1%) who chose graduate school experiences agreed with Concept I compared to four (21.1%) who did not. Only one (7.8%) who chose graduate school did not agree with Concept I compared to five (26.3%) who did not.

There was little difference between the two groups

in relation to Concept II. Eleven (84.6%) of those who chose graduate school agreed with the concept as compared to fourteen (73.7%) of those who did not.

TABLE XXV.--Superintendents' Choosing of Graduate School Experience in Relation to Concepts I and II

		Concept I				Concept II					
Choose Graduate School Experience		Agreeing		None or Contradictory		Disagreeing		Agreeing		None	
		f	%	f	%	f	%	f	%	f	%
Yes (N=13)		6	46.1	6	46.1	1	7.8	11	84.6	2	15.4
No (N=19)		4	21.1	10	52.6	5	26.3	14	73.7	5	26.3

Six superintendents (46.1%) who chose graduate school made understanding remarks concerning children and two (15.4%) did not mention children. Seven (36.8%) of those who did not choose graduate school made understanding remarks concerning children and six (31.6%) did not mention children.

Nine superintendents (69.2%) who chose graduate school made freeing remarks about working with their staffs and three (23%) made directing remarks. Of those who did not choose graduate school, four (21.1%) made freeing remarks and eight (42.1%) made directing remarks.

TABLE XXVI.--Superintendents' Choosing of Graduate School Experience in Relation to Concept III

Concept III-Children				Concept III-Freeing Directing			
Chose Graduate School Experience	Under-stand- ing	Scien- tific	None	Free- ing	None or Contra- dictory	Dir- ect- ing	
	f	% f	f	% f	f	% f	%
Yes (N=13)	6 46.1	5 38.5	2 15.4	9 69.2	1 7.8	3 23	
No (N=19)	7 36.8	6 31.6	6 31.6	4 21.1	7 36.8	8 42.1	

A Further Analysis Relative to Concept II and the Freeing-Directing Dimension of Concept III

The classification of the data relative to Concept II showed that twenty-five superintendents agreed with the concept and seven gave no responses relative to the concept. The classification was not very discriminating and few relationships were found between the classification and the data concerning the superintendents' backgrounds. As the analysis proceeded, the question arose as to what relationships might be discovered if the data relative to Concept II were combined with that concerning the freeing-directing aspect of Concept III. To achieve a dichotomy, two classifications were used. The superintendents who made freeing responses relative to Concept III and who made agreeing responses relative to Concept II constituted one category.

The superintendents who made directing responses relative to Concept III and agreeing responses relative to Concept II constituted the second category. This classification made it possible to compare the backgrounds of those superintendents who saw the need for change in people and who saw themselves, and others, working in a freeing way, with the backgrounds of those superintendents who also saw the need for change in people, but saw themselves and others working in a directing way.

Twelve superintendents constituted the agreeing-freeing classification and six were in the agreeing-directing. Each background factor considered in the earlier analysis was examined in relation to this new classification.

Table XXVII shows the superintendents' total years of experience in relation to the combined classification. Of those in the agreeing-freeing classification, one (8.3%) had one to ten years of experience; four (33.3%), eleven to twenty years; five (41.7%), twenty-one to thirty; and two (16.7%), thirty-one or more. One (16.7%) of the superintendents in the agreeing-directing classification had one to ten years of experience, three (50%) had eleven to twenty, one (16.7%) had twenty-one to thirty, and one (16.7%) had thirty-one or more.

1941-1942 1943-1944 1945-1946 1947-1948 1949-1950

1951-1952 1953-1954 1955-1956 1957-1958 1959-1960

1961-1962 1963-1964 1965-1966 1967-1968 1969-1970

1971-1972 1973-1974 1975-1976 1977-1978 1979-1980

1981-1982 1983-1984 1985-1986 1987-1988 1989-1990

1991-1992 1993-1994 1995-1996 1997-1998 1999-2000

2001-2002 2003-2004 2005-2006 2007-2008 2009-2010

2011-2012 2013-2014 2015-2016 2017-2018 2019-2020

2021-2022 2023-2024 2025-2026 2027-2028 2029-2030

2031-2032 2033-2034 2035-2036 2037-2038 2039-2040

2041-2042 2043-2044 2045-2046 2047-2048 2049-2050

2051-2052 2053-2054 2055-2056 2057-2058 2059-2060

2061-2062 2063-2064 2065-2066 2067-2068 2069-2070

2071-2072 2073-2074 2075-2076 2077-2078 2079-2080

2081-2082 2083-2084 2085-2086 2087-2088 2089-2090

2091-2092 2093-2094 2095-2096 2097-2098 2099-2100

2101-2102 2103-2104 2105-2106 2107-2108 2109-2110

2111-2112 2113-2114 2115-2116 2117-2118 2119-2120

2121-2122 2123-2124 2125-2126 2127-2128 2129-2130

2131-2132 2133-2134 2135-2136 2137-2138 2139-2140

2141-2142 2143-2144 2145-2146 2147-2148 2149-2150

2151-2152 2153-2154 2155-2156 2157-2158 2159-2160

2161-2162 2163-2164 2165-2166 2167-2168 2169-2170

2171-2172 2173-2174 2175-2176 2177-2178 2179-2180

2181-2182 2183-2184 2185-2186 2187-2188 2189-2190

2191-2192 2193-2194 2195-2196 2197-2198 2199-2200

TABLE XXVII.--Combined Classification of Concept II and Concept III As Related to Total Years of Supervisory Experience

Combined Classification Concept II-Concept III	Total Years of Supervisory Experience							
	1-10		11-20		21-30		31-over	
	f	%	f	%	f	%	f	%
Agreeing-Freeing (N=12)	1	8.3	4	33.3	5	41.7	2	16.7
Agreeing-Directing (N=6)	1	16.7	3	50	1	16.7	1	16.7

The superintendents' years in their present position in relation to the combined classification is shown in Table XXVIII.

TABLE XXVIII.--Combined Classification of Concept II and Concept III as Related to Superintendents' Years in Present Position

Combined Classification Concept II-Concept III	Superintendents' Years in Present Position							
	1-5		6-10		11-15		16-over	
	f	%	f	%	f	%	f	%
Agreeing-Freeing (N=12)	6	50	0	0	3	25	3	25
Agreeing-Directing (N=6)	2	33.3	2	33.3	0	0	2	33.3

Of those in the agreeing-freeing classification, six (50%) had been in their present position one to five years; none

(0%), six to ten years; three (25%), eleven to fifteen years; and three (25%), sixteen or more years. Of those in the agreeing-directing classification, two (33.3%) had been in their present position one to five years; two (33.3%), six to ten years; none (0%), eleven to fifteen years; and two (33.3%), sixteen or more years.

The factor of experience as a secondary principal is shown in Table XXIX in relation to the combined classification. Seven superintendents (58.3%) who had secondary principalship experience were in the agreeing-freeing classification, as were five (41.7%) who had not. Of those in the agreeing-directing classification, four (66.6%) had been secondary principals and two (33.4%) had not.

TABLE XXIX.--Combined Classification of Concept II and Concept III as Related to Experience as a Secondary Principal

Combined Classification Concept II-Concept III	Experience as a Secondary Principal			
	Yes		No	
	f	%	f	%
Agreeing-Freeing (N=12)	7	58.3	5	41.7
Agreeing-Directing (N=6)	4	66.6	2	33.4

Table XXX shows the relationship between the combined classification and experience as an elementary

supervisor. Six (50%) of the superintendents in the agreeing-freeing classification had experience as elementary supervisors. One (17%) superintendent in the agreeing-directing classification had experience as an elementary supervisor.

TABLE XXX.--Combined Classification of Concept II and Concept III as Related to Experience as an Elementary Supervisor

Combined Classification Concept II-Concept III	Experience as an Elementary Supervisor			
	Yes		No	
	f	%	f	%
Agreeing-Freeing (N=12)	6	50	6	50
Agreeing-Directing (N=6)	1	17	5	83

The combined classifications in relation to the remarks the superintendents made about people in places where they had worked showed that eight (67%) of those in the agreeing-freeing classification made positive remarks. None of the superintendents in the agreeing-directing classification made positive remarks and two (33.3%) made negative remarks. Table XXXI shows this relationship.

TABLE XXXI.--Combined Classification of Concept II and Concept III as Related to Superintendents' Remarks Concerning People in Places Where They Worked

Combined Classification Concept II-Concept III	Remarks Concerning People					
	Positive		None		Negative	
	f	%	f	%	f	%
Agreeing-Freeing (N=12)	8	67	3	25	1	8
Agreeing-Directing (N=6)	0	0	4	66.7	2	33.3

Table XXXII shows the combined classification in relation to when the superintendents received their masters degree. Of those in the agreeing-freeing classification, four (37.4%) received their degrees in the past nine to fifteen years; eight (66.6%) received their degrees in the past eighteen to thirty-two years.

TABLE XXXII.--Combined Classification of Concept II and Concept III as Related to the Recency of Receiving the Masters

Combined Classification Concept II-Concept III	Recency of Receiving the Masters Degree			
	9-15		18-32	
	f	%	f	%
Agreeing-Freeing (N=12)	4	37.4	8	66.6
Agreeing-Directing (N=6)	3	50	3	50

Of those in the agreeing-directing classification, three (50%) received the masters in the past nine to fifteen years and three (50%) received the degree in the past eighteen to thirty-two years.

The relationship between the superintendents' extent of graduate study and the combined classification is shown in Table XXXIII. Of those in the agreeing-freeing classification, four (33.3%) have a masters, three (25%), a masters plus thirty credits, and five (41.7%), a masters plus sixty. In the agreeing-directing, three (50%) have a masters, one (16.7%), a masters plus thirty, and two (33.3%), a masters plus sixty.

TABLE XXXIII.--Combined Classification of Concept II and Concept III as Related to the Extent of Graduate Study

Combined Classification Concept II-Concept III	M.A.		M plus 30		M plus 60	
	f	%	f	%	f	%
Agreeing-Freeing (N=12)	4	33.3	3	25	5	41.7
Agreeing-Directing (N=6)	3	50	1	16.7	2	33.3

Table XXXIV shows ten (83.3%) of the superintendents in the agreeing-freeing classification mentioned people while discussing the values of their graduate school experience. Only two superintendents (33.3%) in the agreeing-directing classification mentioned people.

TABLE XXXIV.--Combined Classification of Concept II and Concept III as Related to Superintendents' Remarks About Graduate School Experience

Combined Classification Concept II-Concept III	Mentioned People			
	Yes		No	
	f	%	f	%
Agreeing-Freeing (N=12)	10	83.3	2	16.7
Agreeing-Directing (N=6)	2	33.3	4	66.7

Table XXXV shows that eight superintendents (66.7%) in the agreeing-freeing classification chose a graduate school experience as valuable in helping them work for instructional improvement as compared to two (33.3%) in the agreeing-directing classification.

TABLE XXXV.--Combined Classification of Concept II and Concept III as Related to the Selection of Graduate School as a Valuable Experience

Combined Classification Concept II-Concept III	Chose Graduate School Experience			
	Yes		No	
	f	%	f	%
Agreeing-Freeing (N=12)	8	66.7	4	33.3
Agreeing-Directing (N=6)	2	33.3	4	66.7

Summary

The data of the study have been presented in this chapter. In this summary an attempt is made to identify the more significant findings revealed through examination of the data.

1. The superintendents in this study who were judged to be in agreement with Concept I--Every function of administration is related to the instructional program:
 - (a) more often made positive remarks about supervisors they had early in their careers,
 - (b) had more graduate school preparation,
 - (c) more often mentioned people when discussing their graduate school preparation,
 - (d) more often chose graduate school as an experience which might help them be better instructional leaders.
2. The superintendents in the study who were judged to be in agreement with Concept II--Changes in instruction occur when people change:
 - (a) more often made positive remarks about supervisors they had early in their careers,
 - (b) were more likely to have received their masters degree in the past nine to fifteen years.
3. The superintendents in this study who were judged to be in agreement with Concept III--Instructional

improvement occurs in situations where the worth of the individual is recognized:

- (a) more often made positive remarks about supervisors they had early in their careers,
- (b) more often mentioned people when discussing their graduate school preparation,
- (c) more often chose graduate school as an experience which might help them be better instructional leaders.

Examination of the data also reveals that none of the superintendents who had been in their present position from six to ten years were judged to be in agreement with Concept III.

4. In a further examination of the data, the backgrounds of the superintendents who were judged to be in agreement with Concept II--Changes in instruction occur when people change, and placed in the "freeing" category in relation to Concept III were compared with those of superintendents who were also judged to be in agreement with Concept II, but were placed in the "directing" category in relation to Concept III.

The "agreeing-freeing" superintendents in comparison to the "agreeing-directing" superintendents:

- (a) more often made positive remarks about supervisors they had early in their careers,
 - (b) more often had experience as an elementary supervisor,
 - (c) more often mentioned people when discussing their graduate school program,
 - (d) more often chose graduate school as an experience which might help them become better instructional leaders.
5. Two of the background factors investigated were not associated with the superintendents' views concerning Concepts I, II and III. They were:
- (a) number of years of experience as a supervisor,
 - (b) experience as a secondary principal.

In Chapter V a brief summary of the study will be given, the findings will be reviewed, and recommendations will be made.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter will summarize the study by briefly describing its purpose, design and findings. Conclusions based on the conduct and findings of the study will be stated. The final section will make recommendations for further research and action.

Summary

Purpose.--This study attempted to determine the perceptions of instructional improvement held by school superintendents and to investigate relationships between these perceptions and the superintendents' professional and educational backgrounds.

The superintendents' perceptions of instructional improvement were assessed in relation to three concepts:

Concept I-- Every function of administration is related to the instructional program.

Concept II-- Changes in instruction occur when people change.

Concept III-- Instructional improvement occurs in situations where the worth of the individual is recognized.

Background factors selected for examination included:

(1) kind and extent of supervisory experience, (2) kind of

instructional improvement efforts experienced as a teacher, and (3) kind and extent of graduate school experience.

Relationships to be explored among the data were expressed by the following questions:

1. Does a relationship exist between the superintendents' perceptions relative to Concept I--Every function of administration is related to the instructional program, and (a) the kind and extent of their supervisory experience, (b) the kind of instructional improvement activities they experienced as teachers, (c) the kind and extent of their graduate work?
2. Does a relationship exist between the superintendents' perceptions relative to Concept II--Changes in instruction occur when people change, and (a) the kind and extent of their supervisory experience, (b) the kind of instructional improvement activities they experienced as teachers, (c) the kind and extent of their graduate work?
3. Does a relationship exist between the superintendents' perceptions relative to Concept III--Instructional improvement occurs in situations where the worth of the individual is recognized, and (a) the kind and extent of their supervisory experience, (b) the kind of instructional improvement activities they experienced as teachers, (c) the kind and extent of their graduate work?

Design.--The population for the study was identified as the one hundred and nine superintendents in school districts in the lower peninsula of Michigan having between 3,000 and 12,000 students. A random sample of approximately thirty per cent (thirty-three superintendents) was chosen from the population. Interviews were conducted with the thirty-two superintendents willing to participate in the study.

The interviews contained open-ended questions which allowed the superintendents to express themselves regarding instructional improvement. The responses to these questions were classified in relation to Concepts I, II and III. Other questions secured information about the superintendents' professional and educational backgrounds.

Findings.--Examination of the study data indicated that three factors from which inferences can be drawn about the superintendents' backgrounds were related to their acceptance of the concepts concerning instruction which were put forth in this study. The superintendents who (a) made positive remarks about supervisors they had early in their careers, (b) mentioned people when discussing the value of their graduate school experience, and (c) chose graduate school as an experience which might help them be better instructional leaders, more often made remarks which indicated their agreement with the concepts related to instructional improvement, than did those who did not.

The data also indicated that (a) those superintendents who had relatively more graduate school experience most often made remarks which were classified as agreeing with Concept I; (b) those superintendents who had received their masters degree in the past nine to fifteen years more often made remarks which were judged in agreement with Concept II than did those who received their degrees earlier; (c) those superintendents who had been in their present positions from six to ten years made no understanding remarks concerning children and no "freeing" remarks concerning working with their staffs toward the improvement of instruction (the two kinds of remarks considered in relation to the superintendents' view of Concept III); (d) when the superintendents who were judged in agreement with Concept II and who made "freeing" remarks relative to Concept III were compared with those who agreed with Concept II and made "directing" remarks relative to Concept III, the former more often had experience as elementary supervisors.

In considering the implications of these findings, the exploratory nature of this study must be recognized. The purpose of the study was to discover background factors which might be related to the views of instructional improvement held by the superintendents. No attempt was made to determine whether or not such relationships were causal. This is especially important as the particular relationships

indicated among the data are considered. The most consistent relationships would indicate that those superintendents who experienced satisfying interpersonal relationships with their supervisors and with their instructors in graduate school are more likely to be in agreement with the concepts concerning instructional improvement which are discussed in this thesis.

To the extent that these findings are considered valid, it can be suggested that a board of education would be well advised to consider this factor in selecting a superintendent. However, because the personal characteristics an individual brings with him to a situation will help determine the quality of the relationships which will be established with people, it cannot be suggested that having satisfying personal relationships causes an individual to hold particular views concerning the improvement of instruction.

While it is necessary to point out that the findings of this study do not permit a suggestion that the relationships indicated are causal ones, it would seem appropriate to consider a rationale which suggests that they could be. If we assume that the values inherent in the three concepts put forth in this study are held by instructors in graduate schools, it can be suggested that the students' experiencing of satisfying personal relationships with those instructors would enhance the chances that he would adopt their values.

Furthermore, it may be argued that graduate school instructors who do not hold such values (especially "respect for the worth of the individual" as represented by Concept III) would be less likely to provide opportunities for the growth of personal relationships between themselves and their students.

Another, yet related, rationale might also suggest that the indicated relationships would be causal. Although an individual's ability to enter into personal relationships varies, it is not a matter of "having" or "not having" the ability. Each individual has it in varying degrees. As young teachers and prospective superintendents come in contact with supervisors and instructors respectively, that ability may be either enhanced or decreased, depending on the behavior of the supervisor and instructor. This behavior, on the part of the supervisors, during two critical phases of a prospective superintendent's career, might well influence the attitudes and values he would adopt.

Conclusions and Recommendations

Conclusions.--In accord with the exploratory purpose and design of this study, the following conclusions may be drawn:

1. Superintendents do hold differing views of instructional improvement.

While this study recognized that many factors influence the quality and kind of instructional

program in a school district, one of the basic assumptions was that the superintendent's view of instructional improvement is a significant factor. This conclusion then suggests that, in the school districts represented by the superintendents in this study, variations in instruction exist which are attributable to the superintendents' views of instructional improvement.

To state the conclusion in the context where all efforts in education begin to have meaning, children in some districts experience an instructional program which is influenced by a superintendent who sees each of the functions of administration as being related to instruction, realizes that instruction changes when people change, and respects the worth of the individual. Other children experience an instructional program where the superintendent does not have those understandings and values.

It should be noted that, in the planning of this study, the writer made a tacit assumption that superintendents would hold differing views of instructional improvement. The need to highlight the fact that the study had verified that assumption occurred to the writer during the conduct of the study. Approximately one-third of the super-

intendents interviewed made comments related to this conclusion. Of the superintendents who made such comments, approximately one-half felt that the study would show that "all superintendents are about alike in the way they see instructional improvement," while the others felt that superintendents would be quite different in their views of instructional improvement.

2. The way superintendents view instructional improvement is related to the quality of interpersonal relationships which they experienced with supervisors early in their careers and with instructors during graduate school.

Those superintendents who indicated that they had enjoyed warm personal relationships with supervisors early in their careers and with instructors in graduate school were most likely to agree with the view of instructional improvement put forth in this thesis. Although the relationships were most striking in relation to Concept III, which was concerned with "respect for people," they also held for Concepts I and II. This would seem to indicate that the views of instructional improvement represented by Concepts I and II, even though they are not necessarily related to the "worth of the individual" as is Concept III, are more likely

to be held by superintendents who have had employment and graduate school experiences where they felt the worth of the individual was an explicit value.

3. The way superintendents view instructional improvement is, for the most part, not related to the pattern of their professional experience.

It would seem that the fact of having, or not having, certain kinds of experiences is not related to a superintendent's views of instructional improvement, while the quality of personal relationships within those experiences is so related.

The factor of "years in present position" was in sharp contrast to this general conclusion. The superintendents who had been in their present position from six to ten years differed markedly in their view of instructional improvement. However, due to the small number of superintendents (4) in the category and the absence of any adequate rationale to explain the relationship, it was given minimum consideration in reaching this conclusion.

4. The way superintendents view instructional improvement is, for the most part, not related to the recency or quantity of their graduate school preparation.

While the recency and quantity of graduate school experience is not related to the superintendents' views of instructional improvement, the quality of interpersonal relationships during that experience is so related.

Recommendations.--The recommendations growing out of this study are offered in the same framework in which the study was conducted; that is, the way a superintendent views the improvement of instruction is a major determinant of the kind of instructional program which will exist in the district for which he is responsible. Therefore, that factor should be paramount in the selection and preparation of superintendents.

This contention in no way denies the need for superintendents to be capable in areas such as finance, management, and public relations; however, it is asserted that, as the main function of the school is instruction, the abilities of a superintendent should always be judged first in that area. It is hoped that the following recommendations will be useful to: (1) colleges and universities as they plan programs for prospective superintendents and select candidates for those programs; (2) boards of education as they select superintendents; (3) researchers as they seek evidence which will make increasingly intelligent decisions possible regarding the selection and preparation of superintendents.

Colleges and Universities

1. Those responsible for the selection of persons to enter administrative preparatory programs should examine the kinds of interpersonal relations candidates have experienced with their previous supervisors. Patterns of supervisory experience do not seem to be related to a superintendent's views of instructional improvement and should not, therefore, be a major factor in the selection of prospective superintendents. It appears that the quality of personal relationships a superintendent has experienced is related to his views of instructional improvement.
2. Opportunities for the development of interpersonal relationships between students and faculty should be a planned part of the preparation of school superintendents. In making this recommendation, the writer realizes that each prospective superintendent will come to the graduate school experience with a different ability to enter into interpersonal relationships. However, no candidate will experience such relationships if opportunities for their development are not present.

Boards of Education

1. Boards of education, in selecting a superintendent,

should examine the kinds of interpersonal relationships candidates have experienced with supervisors where they have worked and with instructors during their graduate school experience. The pattern of a candidate's previous supervisory experience would not seem to be related to the views he will hold concerning the improvement of instruction.*

Research

The findings of this study indicate that research should be conducted in several areas:

1. The general findings of this study should be checked with different populations in other areas of the country. The interview technique employed in this study might well be used in such studies, as well as studies utilizing more subtle means of measuring views about instructional improvement.
2. Further studies should be conducted to establish the relationship between the views superintendents hold of instructional improvement and the climates for teacher and student growth which ensue. Although this was not a focal point of the present

*Although many boards of education list "experience as a secondary principal" as a requisite for candidacy as a superintendent, this study indicates that such experience, or lack of it, is not related to superintendents' views of instructional improvement.

study, the findings do suggest that further work in this area would make a significant contribution toward efforts to improve instruction.

3. The findings of this study indicate that different superintendents do hold differing views of instructional improvement. Much valuable information could be gathered through intensive case studies comparing the backgrounds of superintendents who hold differing views.
4. Studies should be undertaken to determine the effect of combining certain of the background factors investigated in this study. Such studies should consider, in combination, the quality of interpersonal relationships experienced by superintendents with their supervisors early in their careers and with instructors during graduate school.
5. Although all of the conclusions of this study must be considered as hypotheses for further testing, two rather specific hypotheses are offered as follows:
 - (a) Superintendents who have been in their present position from six to ten years differ in their views of instructional improvement from those who have been in their position either more, or fewer, years.

Although an adequate rationale for such a relationship is not available, the findings of this study indicated consistently that it does exist. Further studies should seek to determine whether the relationship does exist or was simply a chance relationship among the data of this study.

(b) Superintendents who were initially prepared to teach in the elementary schools hold views of instructional improvement different from those of superintendents initially prepared for secondary teaching.

In this study, the factor of experience as an elementary supervisor was considered and some tendency for those with such experience to differ in their views of instructional improvement from those without such experience was noted. However, it was noted by the writer that of those with such experience, several had been initially prepared as secondary teachers.

Many factors influence the instructional program. In recent years, studies have investigated the impact of the school administrator's behavior on the program. Other investigations have focused on the socio-political influences which act as partial determinants of the administrator's behavior. The writer is convinced that the education

and other past experiences of an individual can be strong determinants of his behavior as an administrator.

This study has been an initial investigation of some of the background experiences which may bear on the behavior of school superintendents. Hopefully, questions have been raised and answers suggested which will lead to the selection and preparation of school superintendents whose views of instruction will result in desirable experiences for children and youth in the school districts they serve.

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APPENDIX A

SCHOOL DISTRICTS WHERE THE SUPERINTENDENTS IN THIS
STUDY SERVED DURING THE 1963-64 SCHOOLYEAR

Adrian Public Schools
 *Albion Public Schools
 Allen Park Public Schools
 Alpena Public Schools
 Avondale School District (Auburn Heights)
 Battle Creek Public Schools
 Bedford Public Schools (Temperance)
 Beecher School District (Flint)
 Benton Harbor Public Schools
 Berkley Public Schools
 Bloomfield Hills District #2
 Bridgeport Community Schools
 Buena Vista #9 (Saginaw)
 *Cadillac Public Schools
 *Carman School District (Flint)
 *Center Line Public Schools
 *Cherry Hill School District (Inkster)
 *Clarenceville Public Schools (Farmington)
 *Clarkston Community Schools
 Clawson Public Schools
 Clintondale Public Schools (Mount Clemens)
 *Clio Area Schools
 Coldwater Community Schools
 Davison Community Schools
 Dearborn Township District #4 (Dearborn Heights)
 *Dearborn Township District #8 (Dearborn Heights)
 District #7, City of Dearborn Heights (Dearborn Heights)
 Dowagiac Union School District
 East China Township School District #3 (St. Clair)
 *East Grand Rapids Public Schools (Grand Rapids)
 East Lansing Public Schools
 *Ecorse Public Schools
 Farmington Public Schools
 Ferndale Public Schools
 *Fitzgerald Public Schools (Warren)
 *Flushing Community Schools
 *Fraser Public Schools
 Godwin Heights Public Schools (Wyoming)
 Grand Blanc School District
 Grand Haven Public Schools
 Grand Ledge Public Schools
 *Grandville Public Schools
 Greenville Public Schools
 Grosse Pointe Public Schools
 *Gull Lake Community Schools (Richland)
 Hamtramck Public Schools

*The superintendents in these districts constituted the sample chosen for the study.

Hazel Park Public Schools
 *Heintzen Public School (Southgate)
 Highland Park Public Schools
 Holland Public Schools
 Holt Public Schools
 Howell Public Schools
 Huron Valley Schools (Milford)
 Kearsley Community Schools District #14 (Flint)
 Kentwood Public Schools (Grand Rapids)
 *Lake Orion Community School District
 Lakeview Public Schools (St. Clair Shores)
 Lakeview School District (Battle Creek)
 Lamphere School District (Madison Heights)
 L'Anse Creuse Public Schools (Mount Clemens)
 Lapeer Public Schools
 Madison District Public Schools (Madison Heights)
 Mason Public Schools
 Melvindale-Northern Allen Park Public Schools (Melvindale)
 Midland Public Schools
 Mona Shores School District
 Monroe Public Schools
 Mt. Clemens Community Schools
 *Mt. Morris Consolidated School District
 Mt. Pleasant Public Schools
 Muskegon Public Schools
 *Muskegon Heights Public Schools
 *Niles Public Schools
 *North Dearborn Heights School District (Dearborn Heights)
 Oak Park School District
 Orchard View Schools (Muskegon)
 Oscoda Area Schools
 Owosso Public Schools
 Plymouth Community School District
 *Portage Township Schools
 *Redford Union Schools (Detroit)
 River Rouge Public Schools
 Rochester Community Schools
 *Romulus Township School District
 Saginaw Township Community Schools
 St. Clair Shores Public Schools
 St. Joseph Public Schools
 Southfield Public Schools
 *Southgate Community School District
 South Haven Public Schools
 *South Lake Schools (St. Clair Shores)
 South Redford School District (Detroit)
 Sturgis Public Schools
 Tecumseh Public Schools
 *Traverse City Public Schools
 *Trenton Public Schools

Troy Public Schools
Utica Community Schools
Van Buren Public Schools (Belleville)
Van Dyke Public Schools (Warren)
Village of Inkster (Inkster)
*Walled Lake Consolidated Schools
*Warren Woods Public Schools (Warren)
*Waverly Schools (Lansing)
West Ottawa Public Schools (Holland)
Willow Run Public Schools (Ypsilanti)
*Wyandotte Public Schools
Wyoming Public Schools
Ypsilanti Public Schools

APPENDIX B

LETTER TO SUPERINTENDENTS

359 Education Building
Michigan State University
East Lansing, Michigan
March 19, 1964

Dear

A study I am conducting concerns instructional improvement practices in Michigan schools. I believe that valuable information pertaining to this topic can be obtained through personal interviews with practicing school superintendents.

Thirty-three districts in which I hope to interview the superintendent have been chosen at random. Your district was selected in this manner.

Would you be willing to grant me the time, approximately one hour, for such an interview?

I will contact you by phone and, if it is agreeable to you, arrange an interview time and place at your convenience.

Thank you in advance for your cooperation.

Sincerely,

William L. Husk
Assistant Instructor

WLH:nh

APPENDIX C

INTERVIEW SCHEDULE

Introductory Remarks

1. General
2. 109 districts in lower Michigan having 3,000-12,000 students. 33 were chosen at random.
3. Remarks of respondents will not be identified with school district or superintendent.
4. Will include questions about instructional improvement and background questions on the superintendent.
5. Because of open-end nature of questions, there will be some repeating. I will perhaps move us on to another question in the interest of time.

Outcomes

1. Would you mention some things which you feel indicate that efforts to improve instruction in your district have been successful?
2. Are there some things which you feel would improve instruction which have not been accomplished for one reason or another?

Method

3. What ways of working seem to have been most successful in bringing about instructional improvement in your system?
4. Are there some ways of working which have not been tried which you think might be productive?

Qualifications

5. What are some of the experiences which the people who have responsibility for instructional improvement in your system have had, which are helpful to them in that role?

(Probe in areas not mentioned)

Educational

Job

Other

6. What are the experiences which you feel people should have to prepare them for such a role?

(Probe)

Educational

Job

Other

Previous Supervisory Experience

7. How many years have you been in your present position? _____

8. Prior to taking this position as superintendent what supervisory positions had you held?

<u>Position</u>	<u>Years</u>
_____	_____
_____	_____
_____	_____
_____	_____

9. Did you see the improvement of instruction as a part of your responsibility in those positions?

Yes _____ No _____

10. As you think about your prior experience, what are some of the things which you feel you did well, in attempting to improve instruction?

11. What are some of the things which you feel, looking back, you could have improved on?

Experience with Supervision as a Teacher

12. As you look back on your days as a teacher, what stands out about the efforts to improve instruction which went on in the places where you worked?

Graduate School Experience

13. I would like to get a picture of your graduate work now.

<u>Degree</u>	<u>Institution</u>	<u>Major</u>	<u>Minor</u>	<u>Date</u>
M.A.				
6 Yr.				
Ed.D.				
Ph.D.				

14. Are you working toward a doctorate or a 6-year certificate?

Yes _____ No _____

15. (a) Have you taken any graduate work since the completion of your _____ degree? Yes _____ No _____

- (b) (If yes) What have been the names of some of the courses you have taken?

16. As you think about the experiences you had in graduate school, which have been most helpful to you as you work to improve instruction in your system?
17. If you wanted to have experiences which would help you be a better instructional leader, what kinds of experiences would you seek?

1. The first part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are as follows:

2. The second part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are as follows:

3. The third part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are as follows:

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5. The fifth part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation. The names are as follows:

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