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~~JUN 8 1974~~ R52
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~~OCT 31 1974~~ R4
~~NOV 16~~ R66
~~DEC 4 1974~~ R55
~~JAN 2 1975~~ R93
~~JAN 12 1975~~ R13
~~FEB 1 1975~~ R18
~~FEB 8 1975~~ R20
~~MAR 2 1975~~ R14

~~APR 12 1975~~ R15
~~APR 29 1975~~ R20
~~JUN 5 1975~~ R25
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~~JUN 10 1975~~ R205
~~JUN 10 1975~~ R206
~~JUN 10 1975~~ R206



ABSTRACT

AN ANALYSIS OF THE PERCEPTIONS OF ADMINISTRATIVE
ACTIVITY BY MICHIGAN SCHOOL SUPERINTENDENTS AND
PROFESSORS OF EDUCATIONAL ADMINISTRATION

by Gilmore L. Edson

Body of Abstract

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

College of Education

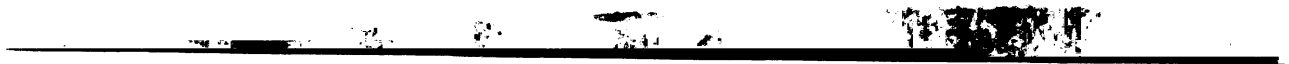
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It was the purpose of this study to determine relationships between levels of adequacy of superintendents pertaining to important aspects of their job. Its specific purpose was to present the levels of adequacy and levels of satisfaction reported by selected public school superintendents and professors of educational administration, and to determine relationships between levels of adequacy and satisfaction so that hypotheses may be formed. It was the intent of this study that the hypotheses, so formed, would be potentially useful in re-examination and improvement of college and university programs designed to prepare graduate students for public school administration and to improve performance of experienced school administrators.

An instrument was constructed for the purpose of collecting data from selected public school superintendents and selected professors of educational administration relative to five areas of administration associated with the public school superintendency: Area 1, Administrative Leadership, Area 2, Personnel Administration, Area 3, Administration of the School Program, Area 4, Administration of Pupil Personnel and Area 5, Administration of Business Affairs. A committee of experts selected twenty-five administrative activities associated with the public school





Gilmore L. Edson

superintendency for use in the instrument. The instrument was pretested in a pilot study and mailed to sixty-six superintendents in districts with grades kindergarten through twelve. Fifty-five or eighty-three per cent of the instruments were returned resulting in slightly over the ten per cent sample desired for the study.

Data gathering instruments were mailed to eight professors of educational administration in three Michigan universities and were delivered personally to seven professors in one other university in Michigan. All fifteen or one hundred per cent of the instruments were returned by the professors.

Conclusions

It was concluded that:

1. Superintendents, in general, feel most adequate in Area 5, Administration of Business Affairs while most superintendents feel least adequate in Area 3, Administration of the School Program.
2. Professors of educational administration feel that superintendents are most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program.
3. Both superintendents and professors rank the five areas of administrative activity in the same order, however, professors feel that superintendents are less



Gilmore L. Edson

adequate in all the five areas than superintendents feel themselves to be.

4. Most superintendents are most satisfied with their level of adequacy in Area 5, Administration of Business Affairs and least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel.

5. Professors of educational administration are most satisfied with the superintendents' level of adequacy in Area 5, Administration of Business Affairs and least satisfied with the superintendents' level of adequacy in Area 3, Administration of the School Program.

6. Superintendents have about the same level of adequacy in each of the five areas of administrative activity regardless of size of district, wealth of district, educational training and experience as a superintendent.

7. Professors of educational administration are knowledgeable in regard to the adequacies of public school superintendents.

Recommendations

1. This study dealt with five areas of administration and compared these areas with each other. A careful analysis of the individual items within an area may reinforce the results obtained here or may open new avenues of investigation. This study was limited by an analysis of the mean discrepancy scores between areas because of the nature and scope of the material and data obtained. Further study



Gilmore L. Edson

and analysis of specifics may be of value to the researcher interested in item analysis.

2. Professors of educational administration are knowledgeable in regard to the adequacies of public school superintendents. It is assumed that college training for superintendents has a realistic base. The above finding and assumption needs further study and investigation.

3. Superintendents and professors were to ascertain levels of adequacy with respect to selected activities associated with the public school superintendency. Further study may measure the importance attributed to the administrative activities by both superintendents and professors.

4. This study indicates that there appears to be no difference in the perceptions of superintendents regarding the adequacy of superintendents when analyzed on the basis of size, wealth of district and experience as a superintendent. This unexpected finding would seem to indicate the areas are unimportant in totals. A longitudinal study may provide additional information that is not available in this study.

5. This study reveals that relative to the factors of size, wealth of districts, educational training and experience of superintendents there is a great amount of similarity among superintendents in their feeling of adequacy and satisfaction. This may be an indicator that the sociological differences between communities may be



Gilmore L. Edson

vanishing in terms of their impact on school systems and school administrators. The long held position that a school program should reflect the general makeup and educational needs of a community may be changing since administrators from varying kinds of communities have similar adequacy and satisfaction perceptions. A study along these lines and in more depth may prove worthwhile.

6. Another study might be undertaken to determine what is necessary to create satisfaction and competency in the administrative areas of least adequacy.

7. A study might be done amongst professors of educational administration based upon the amount of educational experience they have had and how long ago this experience occurred. The study might also include the nature of the contacts of the professors with the school administrators in the field. A careful analysis of this data might result in an explanation of why professors of educational administration are able to perceive the adequacy areas of public school superintendents.

8. This study revealed a great amount of similarity of the school administrators' adequacy and satisfaction perceptions regardless of the size and wealth of district, and educational training and experience as superintendents. Therefore, the Michigan Association of School Administrators might well turn its attention to organizing and developing programs for improving those areas in which superintendents feel least adequate.



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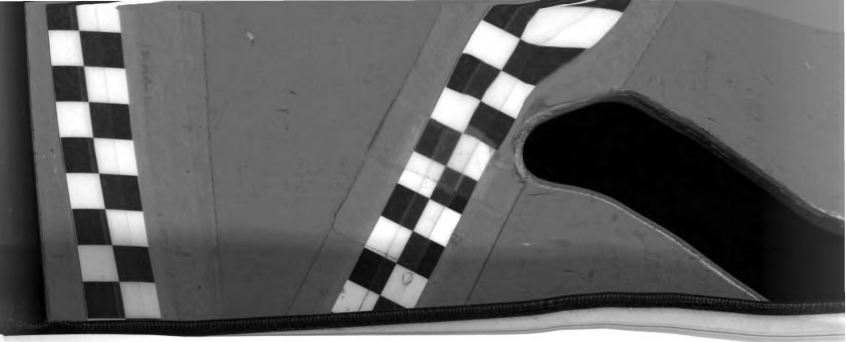
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The writer wishes to express his sincere appreciation for the assistance, guidance and inspiration provided by Dr. James B. Tintera.

The writer is also indebted to Dr. John Patterson for his invaluable assistance in the preparation of the measuring instruments and statistical procedure for the study.

The aid in editing provided by the writer's wife and Mr. Jack W. Rice was especially valuable in the preparation of this study.

A special acknowledgment to the writer's family, whose patience, understanding and encouragement were so vitally important to the completion of this study.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS.	ii
LIST OF TABLES	v
 Chapter	
I. BACKGROUND AND GENERAL PROBLEM OF THE STUDY	1
A Review of Selected Literature Related to the Problem	9
Need for the Study	16
General Problem of the Study	19
Assumptions Underlying the Study	20
Definition of Terms.	21
Delimitations of the Study	22
Overview of the Study.	24
II. DESIGN OF THE STUDY.	25
Statistical Hypotheses	26
The Pilot Study.	37
The Instrument	39
Populations and Sample Used in the Study	43
Procedure for Collecting Data.	46
Tabulating Data for Analysis	47
Statistical Methods.	48
Summary.	49
III. ANALYSIS OF SUPERINTENDENTS' AND PROFESSORS' ADEQUACY RESPONSES	50
Statistical Analysis	50
Superintendents' Adequacy Responses. . .	51
Size of District	52
Wealth of District	55
Educational Training	56
Experience as Superintendent	59
Professors' Adequacy Responses	62
Comparison of Adequacy Responses Between Superintendents and Professors	63
Summary.	66

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Chapter	Page
IV. ANALYSIS OF SUPERINTENDENTS' AND PROFESSORS' SATISFACTION RESPONSES . . .	71
Superintendents' Satisfaction Responses.	71
Size of District	72
Wealth of District	75
Educational Training	79
Experience as Superintendent	80
Professors' Satisfaction Responses . . .	82
Comparison of Satisfaction Responses Between Superintendents and Professors	85
Summary.	86
V. SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS.	91
Summary.	91
General Conclusions.	92
Hypotheses Generated from Data	100
Implications and Recommendations for Further Study.	105
BIBLIOGRAPHY	115
APPENDIX	119
A-1. Trial Instrument for Public School Super- intendents and Professors of Educational Administration	119
A-2. Letter to Superintendents.	132
A-3. Directions for Committee of Experts.	135
A-4. Ranking of Items in Each Area by Committee of Experts	140
B. Final Instrument for Superintendents and Professors	144
C. Letters to Superintendents	151
D-E. Form for Tabulation and Analysis	155
F. Data for Superintendents	159
G. Data for Professors.	161

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LIST OF TABLES

Table	Page
1. Size and Number of Districts Operating K-12 Programs	43
2. Superintendents Invited and Responses Required and Obtained	44
3. Fifty-Five Districts by Wealth.	45
4. Professors and Institutions Participating in Study	46
5. Reliability of Instruments.	51
6. Significances of Area Rankings by Mean Dis- crepancy Scores for Superintendents	52
7. Mean Discrepancy Scores by Areas for Superintendents by Size of District	53
8. Significances of Area Rankings by Mean Dis- crepancy Scores for Superintendents by Size of District.	54
9. Mean Discrepancy Scores by Areas for Super- intendents by Wealth of District.	55
10. Significances of Area Rankings by Mean Dis- crepancy Scores for Superintendents by Wealth of District.	57
11. Mean Discrepancy Scores by Areas for Superin- tendents According to Educational Training.	58
12. Significances of Area Rankings by Mean Dis- crepancy Scores for Superintendents by Educational Training.	59
13. Mean Discrepancy Scores by Areas for Super- intendents According to Experience.	60

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Table	Page
14. Significances of Area Rankings by Mean Discrepancy Scores for Superintendents by Experience.	61
15. Significances of Area Rankings by Mean Discrepancy Scores for Professors.	62
16. Mean Discrepancy Scores by Areas for Superintendents and Professors	63
17. Area Rankings by Mean Discrepancy Scores for Superintendents and Professors.	64
18. Significances of Area Rankings by Mean Satisfaction Scores for Superintendents.	72
19. Mean Satisfaction Scores by Areas for Superintendents According to Size of District.	73
20. Significances of Area 1 (Administrative Leadership) Rankings by Mean Satisfaction Scores for Superintendents by Size of District.	74
21. Significances of Area 4 (Administration of Pupil Personnel) Rankings by Mean Satisfaction Scores for Superintendents by Size of District.	74
22. Significances of Area Rankings by Mean Satisfaction Scores for Superintendents by Size of District	76
23. Mean Satisfaction Scores by Areas for Superintendents by Wealth of District.	77
24. Mean Satisfaction Scores by Areas for Superintendents According to Wealth of District.	78
25. Mean Satisfaction Scores by Areas for Superintendents by Educational Training.	79
26. Significances of Area Rankings by Mean Satisfaction Scores for Superintendents Based on Educational Training	80
27. Mean Satisfaction Scores by Areas for Superintendents According to Experience.	81
28. Significances of Area 4 (Administration of Pupil Personnel) Rankings by Mean Satisfaction Scores for Superintendents by Experience.	82

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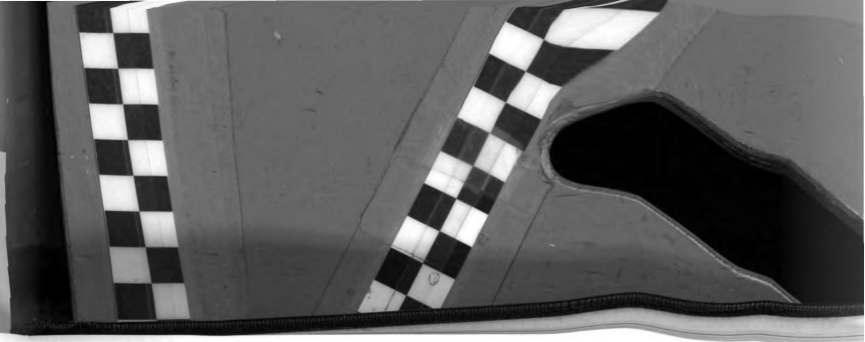


Table	Page
29. Significances of Area Rankings by Mean Satisfaction Scores for Superintendents by Experience	83
30. Significances of Area Rankings by Mean Satisfaction Scores for Professors.	84
31. Mean Satisfaction Scores by Areas for Superintendents and Professors.	85



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CHAPTER I

BACKGROUND AND GENERAL PROBLEM OF THE STUDY

The purpose of this study was to determine relationships between levels of adequacy of superintendents pertaining to important aspects of their jobs. Its specific purpose was to present the levels of adequacy and levels of satisfaction reported by selected superintendents, and to determine relationships between the levels of adequacy and satisfaction so that hypotheses may be formed. It was the intent of this study that the hypotheses, so formed, would be potentially useful in re-examination and improvement of college and university programs designed to prepare graduate students for public school administration and to improve performance of experienced school administrators.

Within the past two decades, the role of the educational administrator or public school superintendent has changed considerably.¹ Originally, the role was limited to

¹John S. Benben, "Whither School Administration?" Administrator's Notebook, I, No. 6 (January, 1953), 1-4; Hollis A. Moore, Jr., "Moving Ahead Professionally," The Nation's Schools, LI, No. 6 (June, 1953), 57; Edgar L. Morphet, R. L. Johns, and Theodore L. Reller, Educational Administration: Concepts, Practices, and Issues (Englewood Cliffs, N. J.: Prentice-Hall, 1959), p. 155.



essentially that of school manager, the principal concerns of which were the operational aspects of a school system.² The superintendent has had numerous titles in the past. "Manager, treasurer, visitor, and acting visitor were not uncommon titles."³ Society in America, however, has undergone changes and innovations that have produced marked effects upon the role of the public school superintendent.

He now is expected to manage the educational enterprise of his community, to function as educational leader, to formulate policies and see that they are carried out after they have been adopted by the school board, and to be a community leader in educational matters. The changes in his function have paralleled the significant changes in function and scope of the public schools.

The position of the public schools in the community is described in the Thirtieth Yearbook of the American Association of School Administrators as being

at the center of the vital currents of community life. They are touched by forces operating through the nation. They must move along through time adding new ideals and discarding obsolete practices in order to keep in tune with the attitudes, beliefs, activities, and hopes of the American people.⁴

²The American Superintendency, Thirtieth Yearbook of The American Association of School Administrators (Washington: National Education Association, 1952), p. 19.

³Ibid., p. 21.

⁴Ibid., p. 20.



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The public schools are in a strategic position in the hierarchical framework of American society which places upon them responsibilities for assisting to solve the dilemmas of that society. "The great task to be performed," says John K. Norton,

is improving our schools. A gap exists between the needs of society and the educational benefits being received. We need to improve the effectiveness of the schools in preparing citizens to deal with domestic problems of increasing scope and complexity. The relation of education to the changed and changing world scene . . . must be appraised and acted upon promptly.⁵

Citizens in general have had a complacent attitude about education. The job being done by the schools usually has been accepted by the citizenry on the local level with a take-it-for-granted attitude. It has been assumed that the function of the schools in the educational process has been satisfactory. Recent developments, however, have placed increasing attention on the public schools.⁶ Ernest O. Melby noted in 1955 that "public schools are currently subjected to the most severe criticism."⁷ Problems of the

⁵John K. Norton, "New Adventures in Tomorrow's Education," The School Executive, LXXVIII, No. 5 (January, 1959), 22.

⁶Citizen Cooperation for Better Public Schools, National Society for the Study of Education, Yearbook Committee (Chicago: University of Chicago Press, 1954).

⁷Ernest O. Melby, Administering Community Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955), p. 6.



community have become problems of the schools; and citizens are demanding some action on the part of the schools in solving them. L. D. Haskew likened the situation to organized, unorganized, and disorganized citizens groups leaping into forest fires in attempts to do something about the school problems.⁸ Robert A. Skaife suggested that communities were living in an age of anxiety and investigations.⁹

Commenting about the public schools, Maurice Bement said:

Men and women of business, industry, agriculture, labor and the professions are recognizing more and more that good schools make better communities and that good communities provide better schools. Good citizens, influential citizens, are becoming deeply interested in working together with education for better standards of education for all American youth. This is as it should be, for problems of public education concern all of us and it is time all of us did something about them.¹⁰

The pressing educational problems of the schools are constantly being questioned and examined. The general public, as well as persons directly involved in operation of the schools, is showing evidence of increasing interest

⁸L. D. Haskew, "The Expanding Superintendency," The School Executive, LXV, No. 5 (January, 1956), 8.

⁹Robert A. Skaife, "Congressional Probes into Education," The Nation's Schools, LI, No. 4 (April, 1953), 47-50.

¹⁰Maurice D. Bement, "Our Public Schools," Bulletin of the Bureau of School Service (University of Kentucky, College of Education Publication), XXIII, No. 3 (March, 1951), 23.



in school "budgets, teachers' salaries, increased school taxes, 'essentials,' 'fads and frills.'" ¹¹

School superintendents always have had a variety of problems to cope with, and now their challenges and responsibilities are greater than ever before. "The leadership of the school must play a key role," according to Van Miller, "in the cooperative planning processes through which the community seeks to use all available resources in meeting its needs and realizing its own aspirations." ¹²

Melby suggests that

we should stop thinking of the superintendent of schools as superintendent of schools alone. We should give him the title of Superintendent of Education. This does not mean that he would dominate all other agencies but rather that he would work with them constantly in an effort to effect the most effective mobilization of the community's educational resources. ¹³

The superintendent of schools is considered by Miller to be in the best possible position to acquire an over-all view of the community. ¹⁴ His position has been

¹¹Harold P. Adams, "An Approach to the Development of a Program of In-service Education for Public School Superintendents in Kentucky," Bulletin of the Bureau of School Service (University of Kentucky, College of Education Publication), XXII, No. 2 (December, 1949), 7.

¹²Van Miller, Providing and Improving Administrative Leadership for American Schools (New York: Bureau of Publications, Teachers College, Columbia University, 1951), p. 3.

¹³Melby, "Interpreting Our Schools," Bulletin of the Bureau of School Service (University of Kentucky, College of Education Publication), XXIII, No. 3 (March, 1951), 13.

¹⁴Miller, "The School Administrator: Switch, Switched, or Switchboard?" The School Executive, LXXVIII, No. 2 (October, 1958), 55.

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described as the community "'switchboard,' 'social engineer,'"¹⁵ the community "'connector of ideals,' 'superintendent of education,'"¹⁶ and as the "'educational engineer.'"¹⁷ These descriptions indicate the importance ascribed to the school superintendent in the community. The multitude of complexities in present day American society--domestic and foreign relations, social conditions, scientific advancements, technological changes--accompanied by pressure and interest of the citizenry in education have created many exigencies for public education, and specifically, for the schools on the community level. Dealing with these exigencies has increased the responsibilities and the areas of involvement of those in charge of the public schools--namely, the superintendents. Their strictly managerial role is in the process of becoming outmoded. The superintendent may well come to be looked upon as the educational leader of his community, as the person responsible for garnering all the forces necessary for the development of the community-wide educational program.

¹⁵"Emerging Programs for Improving Educational Leadership," A Report of the Third Work Conference of the National Conference of Professors of Educational Administration, August 28 to September 3, 1949 (Clear Lake Camp, Battle Creek, Mich.: The Conference, 1949), p. 6.

¹⁶Melby, Bulletin of the Bureau of School Service, XXIII, No. 3, 13.

¹⁷Miller, The School Executive, LXXVIII, No. 2, 55.

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The new emphasis of his role creates new problems for the superintendent. Colleges and universities responsible for the formal preparation of future public school administrators and for improving the professional competency of those already on the job through in-service educational programs are also affected by the new concept of public school administration.

The responsibility of college and university educational administration programs does not end with pre-service preparation of school administrators. In institutions of higher learning, educational administration programs need information from public school administrators in the field; and experienced public school administrators need continued assistance from these programs.¹⁸

Morphet, Johns and Reller, indicate

the need for an in-service program is large and will probably remain so for a number of reasons. Many administrators currently holding positions have not had extended preparation and are confronted by many problems that they are poorly prepared to meet despite the more extended pre-service education; the beginning administrator will need further assistance because some of the competencies can only be effectively or fully developed in the field; changes occurring in society and in education also will demand programs to assist the administrator to keep in the forefront.¹⁹

¹⁸Daniel R. Daview, "The Impending Breakthrough," Phi Delta Kappan, XXXVII (April, 1956), p. 279.

¹⁹Morphet, Johns, and Reller, op. cit., pp. 154-5.

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Moore emphasizes this point further, pointing out that

the college need not feel its training program has to meet every need which a superintendent is going to have. It means instead that learnings which can best be presented prior to first employment as an administrator should be done through the training program, and that learnings which can best be accomplished later should be done most effectively and expeditiously by the agency which can contribute most to the in-service growth of administrators in the particular respect.

Most of the jobs in school administration for the next ten years will almost certainly be held by people who are now school administrators and who have for the most part completed their formal collegiate training.²⁰

Research is needed regarding not only the preparation of future public school administrators and the improvement of performance of those already on the job; but also, it is evident that something has to be done to keep administrators on the job.

More school administrators are leaving their posts for other positions. The constant demands of publics whom they must satisfy, unrest and insecurity, more financial rewards elsewhere have accelerated the departure of these administrators, to the detriment of the profession.²¹

²⁰Moore, Studies in School Administration (Washington: American Association of School Administrators, 1957), pp. 101, 96.

²¹"These Events Shaped Schools in '58," The School Executive, LXXVIII, No. 5 (January, 1959), 53.

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A Review of Selected Literature Related
to the Problem

Financed by the W. K. Kellogg Foundation, the way was cleared in 1955, for development of the Cooperative Program in Educational Administration to improve the quality and training of school administrators through research in pre-service and in-service areas.²² Many colleges and universities throughout the nation were able to conduct research in these important areas as a result of the action by the W. K. Kellogg Foundation.

With funds now available for research, the task that lies ahead, according to Harold C. Hunt and Oliver R. Gibson, is that of

developing more effective methods of integrating theory-based and service-based practice. Indeed it is here that the real stimulation lies, for it will permit the questions of the working administrator to feed into the tables and analysis of the researcher, the results of which may feed back again to illuminate and make more effective practice in the field.²³

Roy M. Hall, writing about the extension of research to those already on the job, says: "It ascribes functional purpose and renders the researcher and the practitioner

²²The First Twenty-Five Years (Battle Creek, Mich.: W. K. Kellogg Foundation, 1956), pp. 99-104.

²³Harold C. Hunt and Oliver R. Gibson, "CPEA: The Grand Design for Professional Improvement in Educational Administration, "The Nation's Schools, LX, No. 4 (October, 1957), 51.

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capable of being mutually helpful in fulfilling their joint obligations to an improvement program."²⁴

The Cooperative Program in Educational Administration is a means through which a kind of educational leadership now needed can be enhanced. Institutions of higher learning with educational administration programs should maintain a continuing interest in and contact with the public school superintendency. The institutions would thus be able to gain information which may prove helpful in the development, revision, or extension of pre-service and in-service programs for training future administrators as well as assisting administrators in the field. Some studies in these areas have been found to be useful. Wynn reports:

New York University conducted depth interviews with twenty superintendents to obtain a better understanding of the present-day demands of the job and to adjust their college programs to meet these demands more effectively. Duke University, West Virginia University, and the University of Virginia surveyed alumni and students to determine the effectiveness of their preparation programs to cover unmet needs.²⁵

A group of educational researchers in Texas conducted a study using twenty superintendents as outstanding in their field. Each superintendent was interviewed to determine the reasons for his continuing his professional development.

²⁴Roy M. Hall, "Role of Research in the SWCPEA," Phi Delta Kappan, XXXVII (April, 1956), 282.

²⁵Richard Wynn, "Job Studies Influence Grad School Programs," The School Executive, LXXIII (November, 1953), 77.

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The most vivid impression that came from the interviews was the feeling that the outstanding superintendents recognized the constant need for continued growth to become better informed and to perfect their skills of administration. This need, they said, is caused by the changing character of the superintendency and the unavoidable gaps in college offerings in school administration that on-the-job study must fill.²⁶

The study revealed several excellent reasons for further research, including an examination of the kind of research being done. "Most of the superintendents were not enthusiastic about the contributions regularly made toward the in-service growth by college staffs. . . . 'wouldn't it be fine,' mused a superintendent, 'if research done at college could be the kind that has some carry-over to research needed on the job?'"²⁷

A study of 330 Texas superintendents, sponsored by the Southwestern Cooperative Program in Educational Administration, identified the most crucial problems and needs of the superintendents, as judged by those superintendents taking part in the study. The assumptions underlying the study, in essence, were:

The job of the superintendent is subject to change;
 . . . school superintendents are capable of recognizing their current problems and their in-service

²⁶Moore, "Moving Ahead Professionally," The Nation's Schools, LI, No. 6 (June, 1953), 57.

²⁷Ibid.

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needs; . . . the total program of professional preparation, . . . particularly the in-service phases, should be influenced in large measure by the expressed concerns of the superintendents.²⁸

The needs expressed by the superintendents indicate that they wanted to gain knowledge about leadership principles of democratic administration, school program, methods of teaching basic skills, and the school's responsibility for spiritual and moral values.

An investigation that identified the major problems of New Jersey school administrators was conducted by inter-visitation teams. Each team consisted of a school board member, a superintendent, one other professional member, and a lay person for each district involved in the study. The following problem areas emerged from the study and were ranked accordingly: Teacher personnel, community-school interrelations, education program, management (plant, organization, books, etc.), pupil personnel and activities, and administrative and supervisory personnel.²⁹

District superintendents in Pennsylvania also used inter-visitation teams for a study. "The study did not

²⁸Moore, "Blind Spots in In-Service Education for Administrators," The Nation's Schools, LI, No. 4 (April, 1953), 44.

²⁹William M. Smith and John R. Stinner, "Results of the New Jersey Program," The School Executive, LXXIII (November, 1953), 69-70.

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attempt to discover all the problems faced by the superintendent of schools. . . . It did have as its purpose to determine the significant problems."³⁰ Following are problem areas dealt with in the study, ranked in order according to the number of times they were mentioned by school superintendents: School program, board of education, public relations, school employees (professional staff, custodial staff, secretarial staff), management (property, equipment, supplies, textbooks), and subsidiary services (cafeteria, health, professional library, office routines, recreation, and legal service).

The studies mentioned above represent a few of the many research studies which are a direct result of or were inspired by the Cooperative Program in Educational Administration. Referring to the research that has been done and the recognition given to the school superintendent, Moore says: "Leaders in the profession have said that the attention to professional help for administrators on the job is the most important outcome of the entire CPEA movement."³¹

✓ Role-perception studies have been undertaken dealing with administrative relationships in the public schools. At Stanford University an attempt was made to establish

³⁰Raymond S. Koch, "Superintendents' Problems Identified," The School Executive, LXXIII (November, 1953), 72.

³¹Moore, Studies in School Administration, p. 96.

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criterion-relevancy of administrative success by "seeking out the success perceptions held by a group or groups of persons identified in terms of professional roles and statuses held (e.g., school board members, city superintendents, community opinion leaders, teachers, etc.)."³²

In an attempt to discover the nature and extent of agreement among role-expectations and among the role-perceptions held by various reference groups concerning the superintendent's function, Sweitzer found a greater commonality of perceptions among those in the same reference group than among those in different reference groups within the hierarchy of a school system.³³

Moser reported in his study that personnel holding similar positions in different school systems held similar perceptions of leadership roles.³⁴

Guba and Bidwell, in a study of teacher effectiveness, teacher satisfaction, and administrative behavior, found that:

³²Arthur P. Coladarci, "Administrative Success Criteria," Phi Delta Kappan, XXXVII (April, 1956), 283.

³³Robert E. Sweitzer, "The Superintendents Role in Improving Instruction," Administrator's Notebook, VI, No. 8 (April, 1958), 1-4.

³⁴Robert P. Moser, "The Leadership Patterns of School Superintendents and School Principals," Administrator's Notebook, VI, No. 1 (September, 1957), 1-4.

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All aspects of staff relations dealt with in this study--satisfaction, confidence in leadership, and effectiveness on the job--seem closely related to the extent to which the perceptions, both of expectations and behavior, held by principals and by teachers coincide.³⁵

Among perception instruments which have been developed to study personality traits and to determine relationships between self-acceptance and acceptance of others are three: Berger's;³⁶ Phillips';³⁷ and Bills, Vance and McLean's.³⁸

Omwake compared all three instruments under research conditions and found positive relationships among them and agreement in measuring the same traits.³⁹

The instrument developed by Bills, Vance, and McLean is referred to as the "Index of Adjustment and Values." It

³⁵Egon G. Guba and Charles E. Bidwell, "Administrative Relationships," (The Midwest Administration Center, University of Chicago, 1957), pp. 6-8.

³⁶Emanuel M. Berger, "The Relation Between Expressed Acceptance of Self and Expressed Acceptance of Others," Journal of Abnormal and Social Psychology, XLVII (October, 1952), 778-82.

³⁷Lakin E. Phillips, "Attitudes Toward Self and Others," A Brief Questionnaire Report, Journal of Consulting Psychology, XV (February, 1951), 79-81

³⁸Robert E. Bills, Edgar L. Vance, and Orison S. McLean, "An Index of Adjustment and Values," Journal of Consulting Psychology, XV (June, 1951), 257-61.

³⁹Katherine T. Omwake, "The Relation Between Acceptance of Self and Acceptance of Others Shown by Three Personality Inventories," Journal of Consulting Psychology, XVIII (December, 1954), 443-46.

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operates under the assumption that a person has both information relative to his concept of self, and a view of himself as he wishes to be, or a concept of his ideal self; and that his self-satisfaction is directly related to the difference he perceives between his self-concept and his concept of his ideal self. Personal maladjustment exists when the discrepancy between these two concepts is sufficiently large to cause unhappiness.⁴⁰ Bill's basic theory has been incorporated into this investigation.

A majority of the literature dealing with research germane to this study is concerned primarily with determining those problem areas that confront the superintendency and their causes. All research studies that are discussed in the literature reviewed for preparation of this dissertation were conducted under the auspices of the Cooperative Program in Educational Administration.

Need for the Study

In the literature reviewed, there were no reports of studies pertaining to the adequacies of public school superintendents in Michigan. Yet there has been major emphasis for more than a decade on research in the area

⁴⁰Robert E. Bills, "About People and Teaching," Bulletin of the Bureau of School Service (University of Kentucky, College of Education Publication), XXVIII, No. 2 (December, 1955), 1-29.

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of public school superintendency. One reason for the paucity of research regarding the public school superintendent in Michigan may be that no assistance is needed by school superintendents in the state. Another reason for the lack of research in this area may be that extending the professional competencies of Michigan superintendents has not been considered necessary by the personnel of the colleges and universities, professional educational associations, and state agencies. Neither reason, however, appears to be valid. A plausible reason may be that the various personnel have been working independently, their lack of cooperation resulting in few or no research studies in the area of school superintendency in Michigan.

In the literature reviewed, there is no report of a study that attempts to relate the adequacy of superintendents to size of school districts, to wealth of school districts, to educational training of superintendents, or to their experience. A relationship may exist between size and wealth of a school district, between educational training and experience of a superintendent, and how adequate he considers himself in various aspects of his job.

If these factors affect the performance of the superintendent, there should be an awareness of it in the colleges and universities that offer educational administration programs. They are responsible in large measure for the formal training of educational administrators as well as

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for extending the professional competency of school administrators in the field. Since professors of educational administration are responsible for the formal and informal instruction of school administrators, it is generally accepted that they are knowledgeable in and familiar with the various aspects of the role of the superintendency. It seems to be within the realm of possibility that there may be a difference between the perceptions of public school superintendents and those of professors of educational administration at colleges and universities as to the adequacy of superintendents.

Specific questions that appear to be germane to this study present themselves for consideration: Are those responsible for training educational administrators sufficiently familiar with the superintendency to know the areas in which the superintendents need educational assistance? Are the inadequacies expressed by public school superintendents the same as those perceived by professors of educational administration? Are the professors who teach educational administration informed, up to date, and familiar with what is going on out in the field?

Research has been focused on the practicing administrator. There have been no attempts to query the professors who are responsible for the preparation of educational administrators and for extending the competencies of practicing public school superintendents. There seems to be an apparent need for investigation of areas of

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administrative practices in which superintendents have need for further study.

General Problem of the Study

The problem of this study is to determine the competency of superintendents in the performance of selected administrative practices.

Subproblem I: To identify and select administrative practices typically associated with the role of public school superintendent.

Subproblem II: To ascertain superintendents' self-ratings respecting their competency in the performance of these administrative practices.

Subproblem III: To analyze superintendents' self-reports apropos of

- A. Size of school districts.
- B. Wealth of school districts.
- C. Educational training of superintendents.
- D. Number of years experience as superintendents.

Subproblem IV: To ascertain ratings by selected professors of educational administration respecting superintendents' competency in performance of selected administrative practices.

Subproblem V: To compare the superintendents' performance self-ratings and the professors' ratings of superintendents' performance.

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Subproblem VI: To formulate influences pertinent to in-service educational programs with the aim of improving the performance of practicing administrators.

Assumptions Underlying the Study

The following basic assumptions underlie this study:

1. Practicing educational administrators and professors of educational administration in colleges and universities have perceptions regarding administrators in the area of the public school superintendency.
2. Professors of educational administration are knowledgeable in and familiar with the areas related to administrative practices of public school superintendents.
3. Professors of educational administration have a continuing interest in improving the performances of practicing administrators.
4. This study uses the operational definition of Robert E. Bills theoretical construct which indicates that a level of difference of perception between the reported self and ideal is the most accurate measure of propensity to change, adequacy-inadequacy and the probability for self-improvement. The application of this theory undergirds this study.
5. Through the use of perceptual instrumentation, relationships which identify needs of individuals may be determined.⁴¹

⁴¹Ibid.

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Definition of Terms

Adequacy. Adequacy is hereafter taken to be a level of competence determined by the amount of difference (discrepancy) between the reported adequacy and ideal adequacy in a given area.

Analyze. To compare the levels of adequacy and degrees of satisfaction of school administrators as perceived by public school superintendents and by professors of educational administration in colleges and universities.

Discrepancy Score. The difference between the levels of adequacy of superintendents as perceived by superintendents, and the levels of adequacy of superintendents as perceived by professors of educational administration.

Educational Training. Formal education received by superintendents from institutions of higher learning.

Experience as a Superintendent. The number of years spent as a superintendent.

Institutions of Higher Learning. Accredited colleges and universities.

Perceptions. Beliefs⁴² of public school superintendents and professors of educational administration about the levels of adequacy and degrees of satisfaction of superintendents.

Professors of Educational Administration. Teachers with academic rank who are regularly employed by institutions of higher learning, and who spend half of their teaching hours or more in the area of educational administration.

⁴²Ibid., p. 29.

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Satisfaction. The superintendents' contentment in their job situations, and their evaluations of their own adequacies reflecting indexes of their likelihood to react to inadequacies. "Satisfaction" also denotes contentment regarding superintendents' adequacies as perceived by professors.

School Administrators. Public school educational administrators, educational leaders, executive officers of boards of education, public school superintendents, and school administrators are considered synonymous. Each term refers to public school superintendents in Michigan school districts whose educational programs begin with kindergarten and end with the twelfth grade.

School Program. School program, in this study, refers to the instructional program from kindergarten through twelve.

Size of District. Size, in this study, is based on the number of resident pupils in attendance in the district. Resident pupils refers to pupils living within the district of the school attended.

Wealth of District. Wealth, in this study, is based on the number of dollars of state-equalized valuation behind each resident pupil in the district.

Delimitations of the Study

This investigation was concerned with determining the performance ratings of public school superintendents in Michigan as perceived by superintendents and by professors of educational administration with the aim of improving the

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performance of practicing administrators. It was not concerned with the self-perceived levels of adequacy of superintendents, nor with the levels of adequacy they felt to be ideal. It was interested in the discrepancy between the two levels. The investigation does not attempt to prove any theory or ideal educational administration program. It does, however, attempt to describe the performance situation as it exists in the field, and to compare the perceptions of public school superintendents with those of professors of educational administration.

The investigation is concerned only with practicing educational administrators in Michigan known as public school superintendents. It is not concerned with assistant superintendents, county superintendents, the state superintendent of schools, nor public school principals.

Excepting those in the school districts of Detroit and Beaver Island Community Schools, only public school superintendents in districts operating K-12 programs in Michigan are included in this study.

This investigation includes only those professors who spend half of their teaching hours or more in the area of educational administration in Michigan institutions of higher learning. The institutions included are: Michigan State University, The University of Michigan, Wayne State University, and Western Michigan University.



Overview of the Study

Chapter I presents methodology, including instrumentation, population, and analysis.

Chapter III presents the results of the level of adequacy responses of superintendents and professors.

Chapter IV presents the results of level of satisfaction responses of superintendents and professors.

Chapter V presents the summary, conclusions, implications and recommendations.

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CHAPTER II

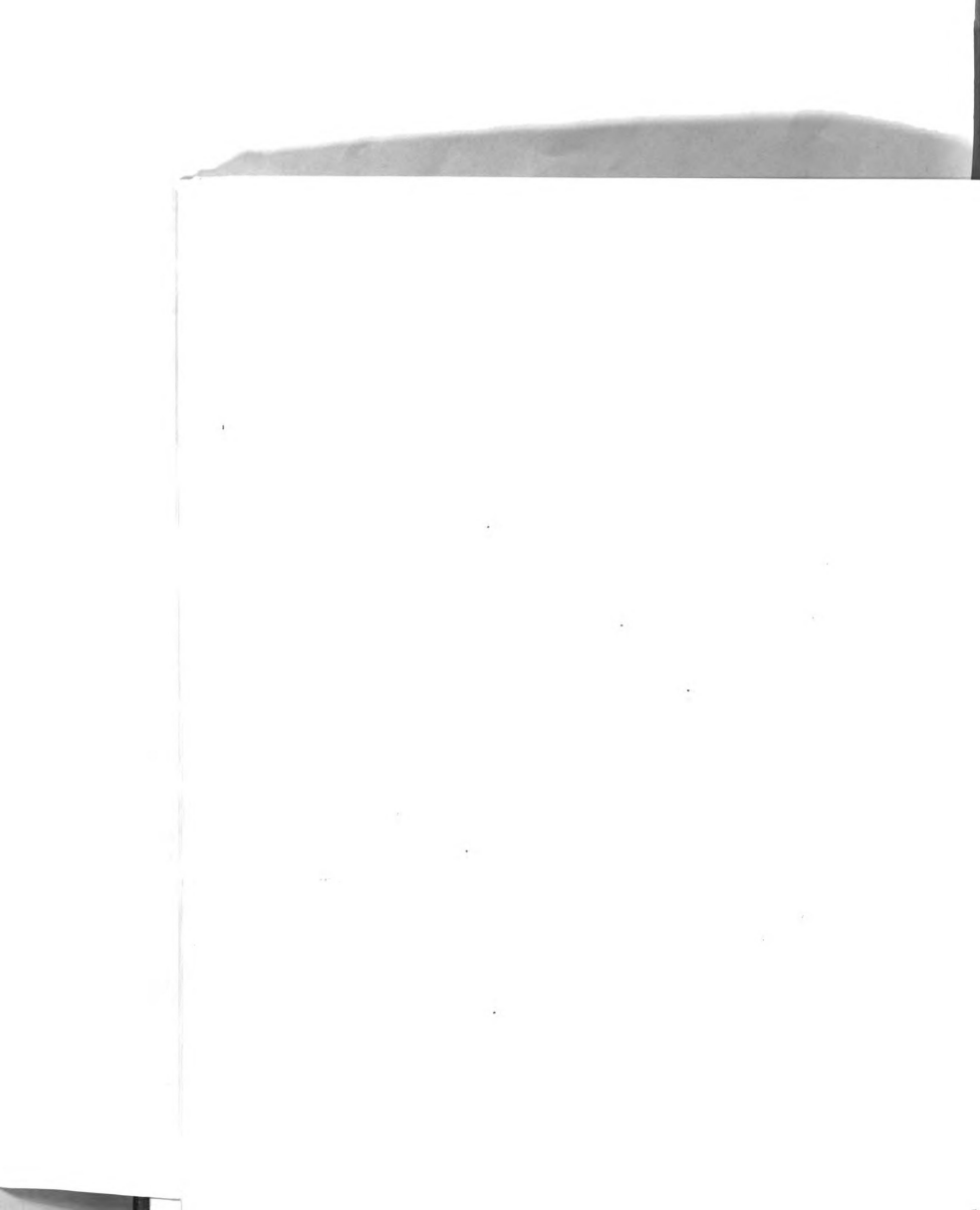
DESIGN OF THE STUDY

The developments in statistical techniques in scientific research provide a methodology for estimating the probable significance of any findings. Based on this premise, the researcher has collected data according to procedures that enabled him to make statistical analysis of the information gathered. The research was designed as an experiment to test association or disassociation of controlled variables.

The objective, accordingly, was to collect information from large enough population of superintendents and professors to permit statistical handling of the data-- and at the same time to collect information rich enough in detail to permit evaluations of the data.

This study involves fifty-five public school superintendents in selected Michigan school districts offering instruction in kindergarten through twelfth grade, and fifteen professors of educational administration in selected Michigan institutions of higher learning.

This study also involves the responses of superintendents and professors relative to five areas of administrative activity associated with the public school superintendency



in Michigan: Administrative Leadership, Personnel Administration, Administration of the School Program, Administration of Pupil Personnel and Administration of Business Affairs.

Statistical Hypotheses

The null form of the hypothesis ($H_0: a=b$) was employed. The alternative form of the hypothesis ($H_0: a \neq b$) was accepted or rejected on the test of the null form. The following null form hypotheses will be tested in this study:

Hypothesis One.--There are no differences among superintendents in their levels of adequacy with respect to five areas of administrative activities associated with the public school superintendency ($H_0: \text{Area 1} = \text{Area 2} = \text{Area 3} = \text{Area 4} = \text{Area 5}$).

Hypothesis Two.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents from districts of varying size ($H_0: <-499 = 500-999 = 1000-1999 = 2000->$).

Hypothesis Two-A.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents in districts of <-499 students ($H_0: \text{Area 1} = \text{Area 2} = \text{Area 3} = \text{Area 4} = \text{Area 5}$).

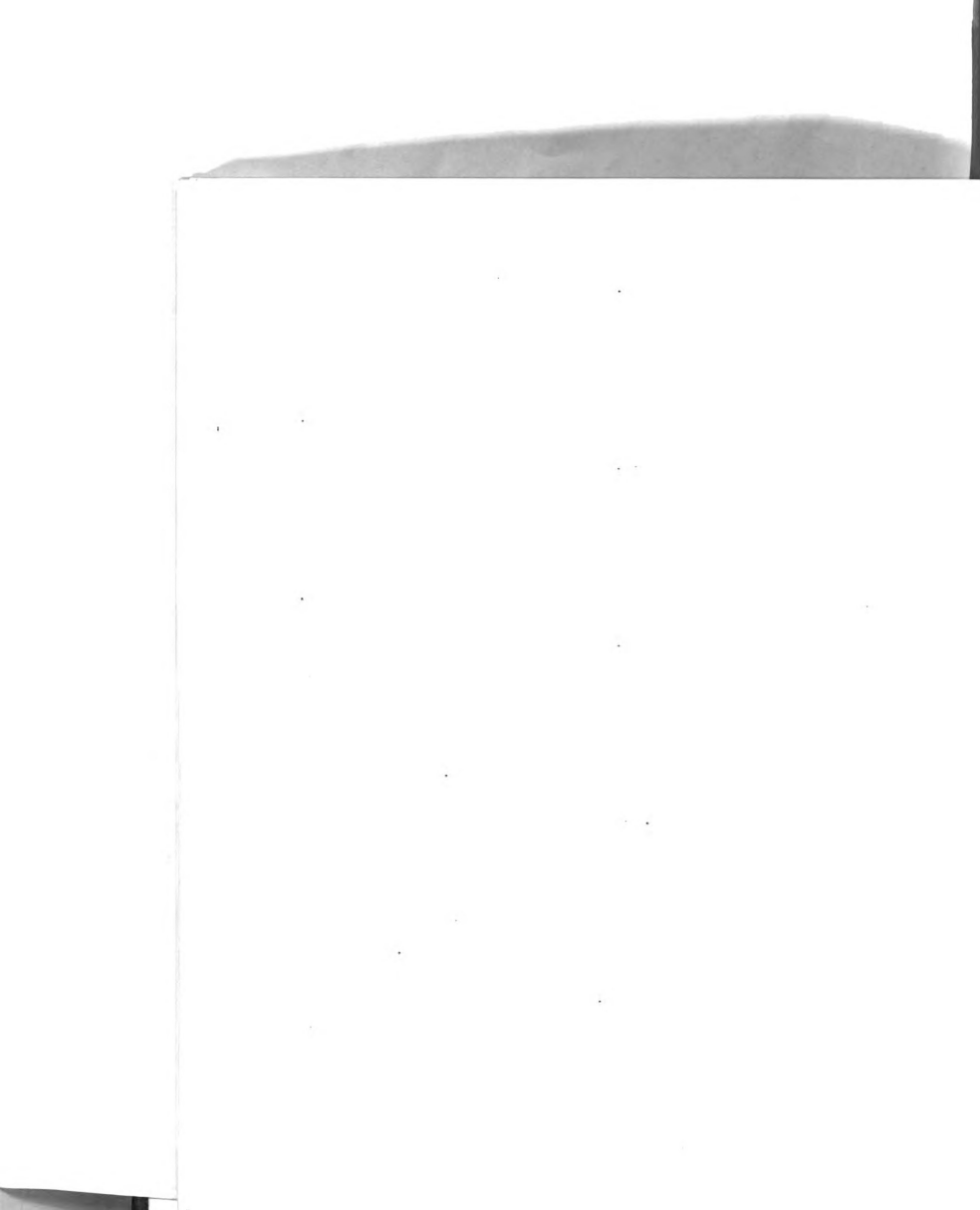
Hypothesis Two-B.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents in districts of 500-999 students (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Two-C.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents in districts of 1000-1999 students (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Two-D.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents in districts of 2000- students (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Three.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents from districts of varying wealth (Ho: $<-\$7000 = \$7100-\$10000 = \$10100-\$15000 = \$15100->$).

Hypothesis Three-A.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents in districts of $<-\$7000$ state equalized valuation

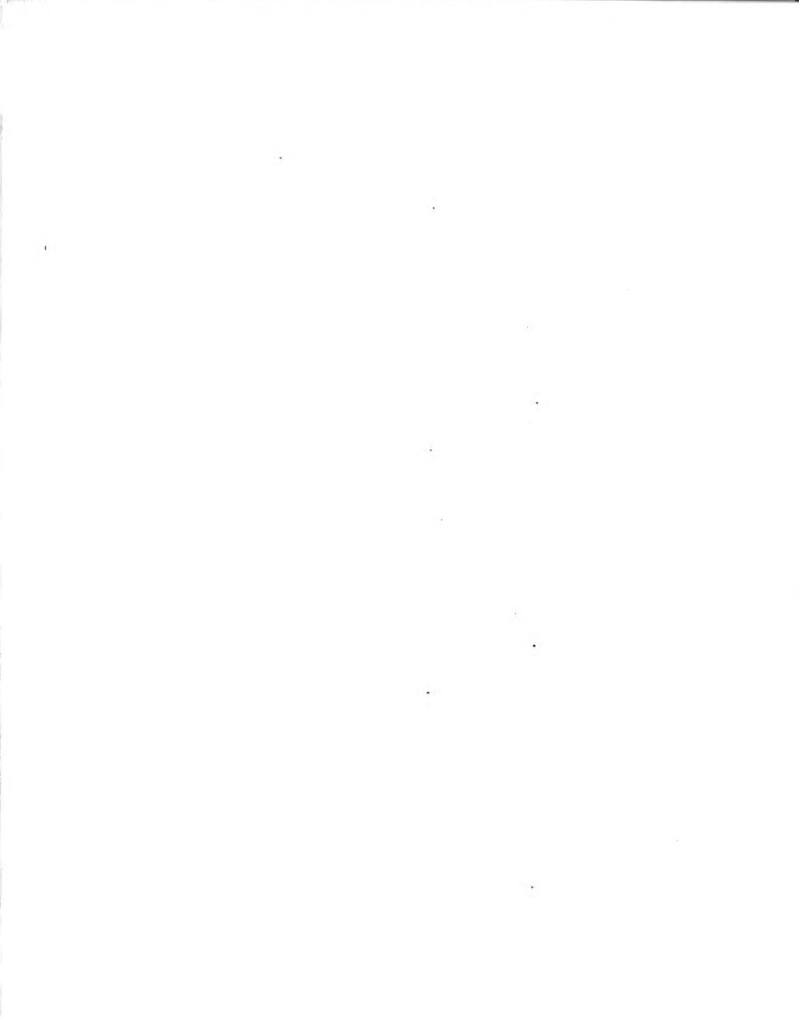
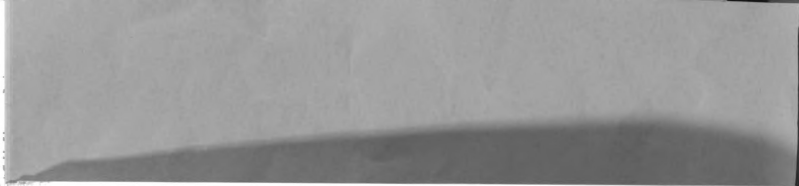


behind each resident pupil (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Three-B.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents in districts with \$7100-\$10000 state equalized valuation behind each resident pupil (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Three-C.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents in districts with \$10100-\$15000 state equalized valuation behind each resident pupil (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Three-D.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents in districts with \$15100-> state equalized valuation behind each resident pupil (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

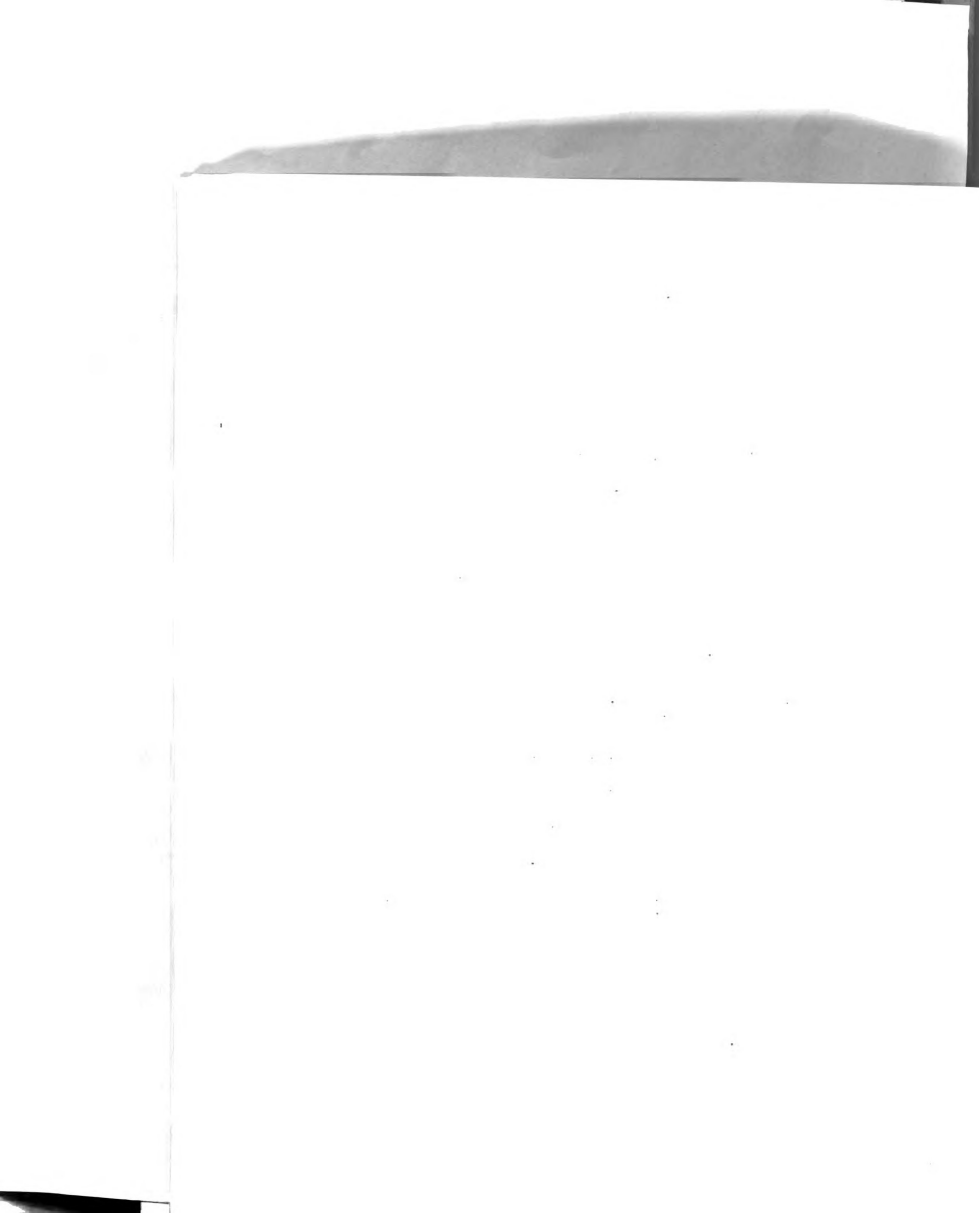


Hypothesis Four.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents with varying educational training (Ho: Master's degree = One or More Years Beyond Master's degree).

Hypothesis Four-A.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents with Master's degrees (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Four-B.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents with one or more years beyond the Master's degree (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Five.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents with varying experience (Ho: <-5 = 6-12 = 13-22 = 23->).

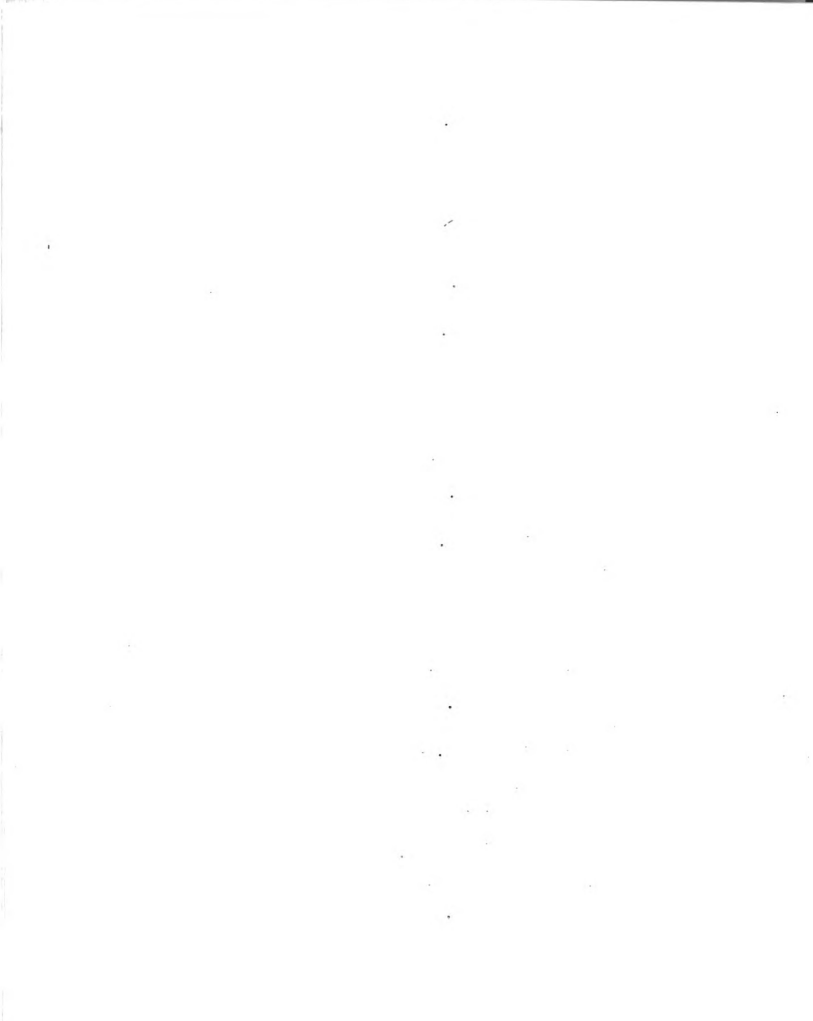


Hypothesis Five-A.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents with <-5 years experience as a superintendent (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Five-B.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents with 6-12 years experience as a superintendent (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Five-C.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents with 13-22 years experience as a superintendent (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Five-D.--There are no differences in the levels of adequacy with respect to five areas of administrative activities among superintendents with 23-> years experience as a superintendent (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

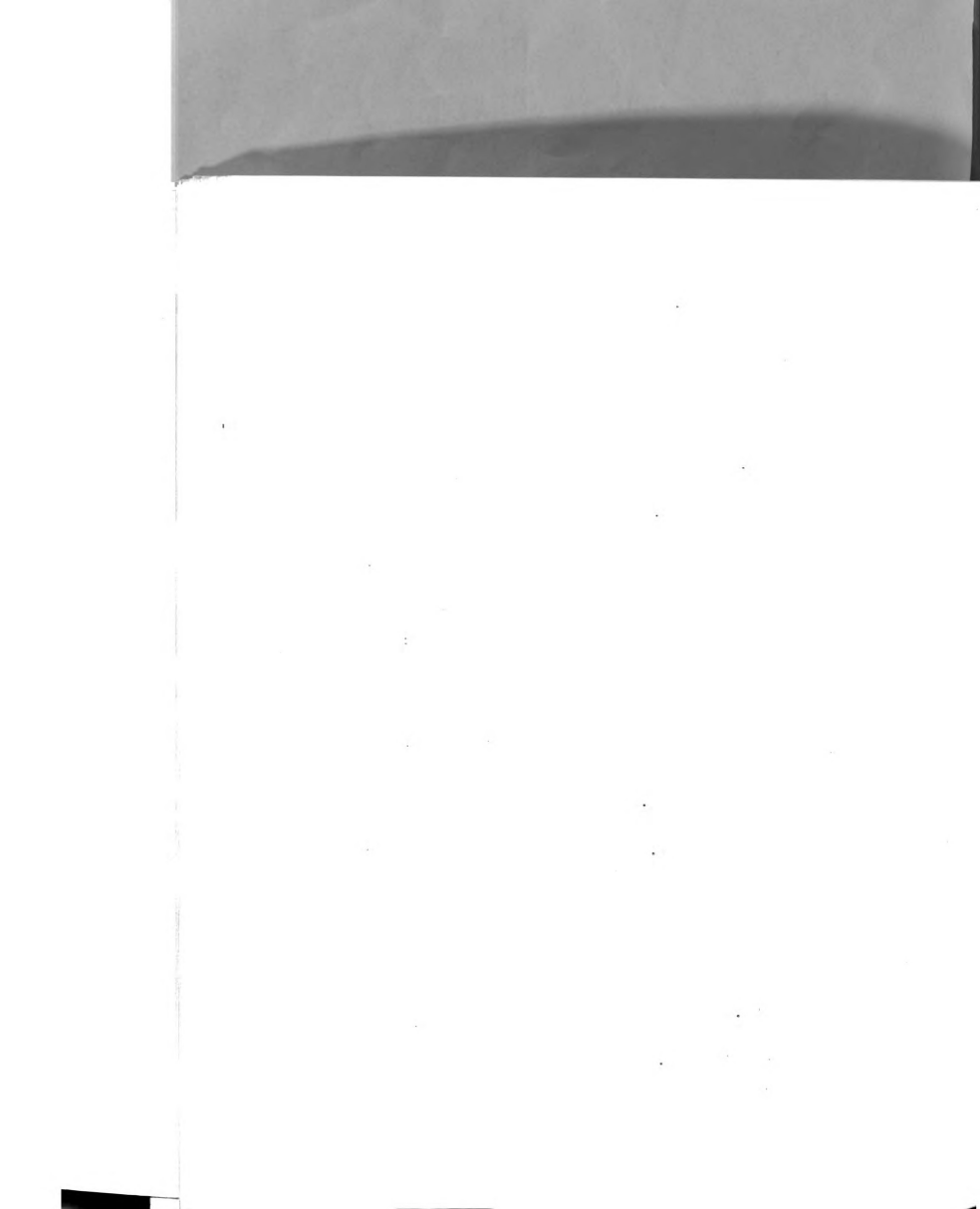


Hypothesis Six.--There are no differences in the levels of adequacy of superintendents with respect to five areas of administrative activities as perceived by professors of educational administration (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Seven.--There are no differences in the levels of adequacy as perceived by superintendents and as perceived by professors with respect to five areas of administrative activities associated with the public school superintendency (Ho: Superintendent Area 1 = Professor Area 1 = Superintendent Area 2 = Professor Area 2 = Superintendent Area 3 = Professor Area 3 = Superintendent Area 4 = Professor Area 4 = Superintendent Area 5 = Professor Area 5).

Hypothesis Eight.--There are no differences among superintendents in their levels of satisfaction with respect to five areas of administrative activities associated with the public school superintendency (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Nine.--There are no differences in the levels of satisfaction with respect to five



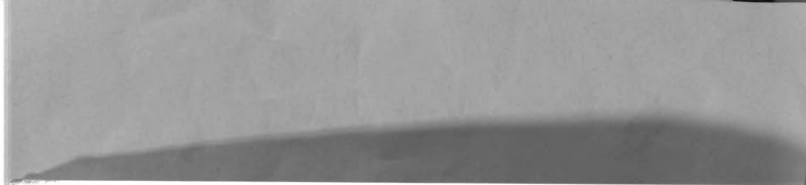
areas of administrative activities among superintendents from districts of varying size (H_0 : $\langle -499 = 500-999 = 1000-1999 = 2000- \rangle$).

Hypothesis Nine-A.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents in districts of $\langle -499$ students (H_0 : Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Nine-B.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents in districts of 500-999 students (H_0 : Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Nine-C.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents in districts of 1000-1999 students (H_0 : Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Nine-D.--There are no differences in the levels of satisfaction with respect

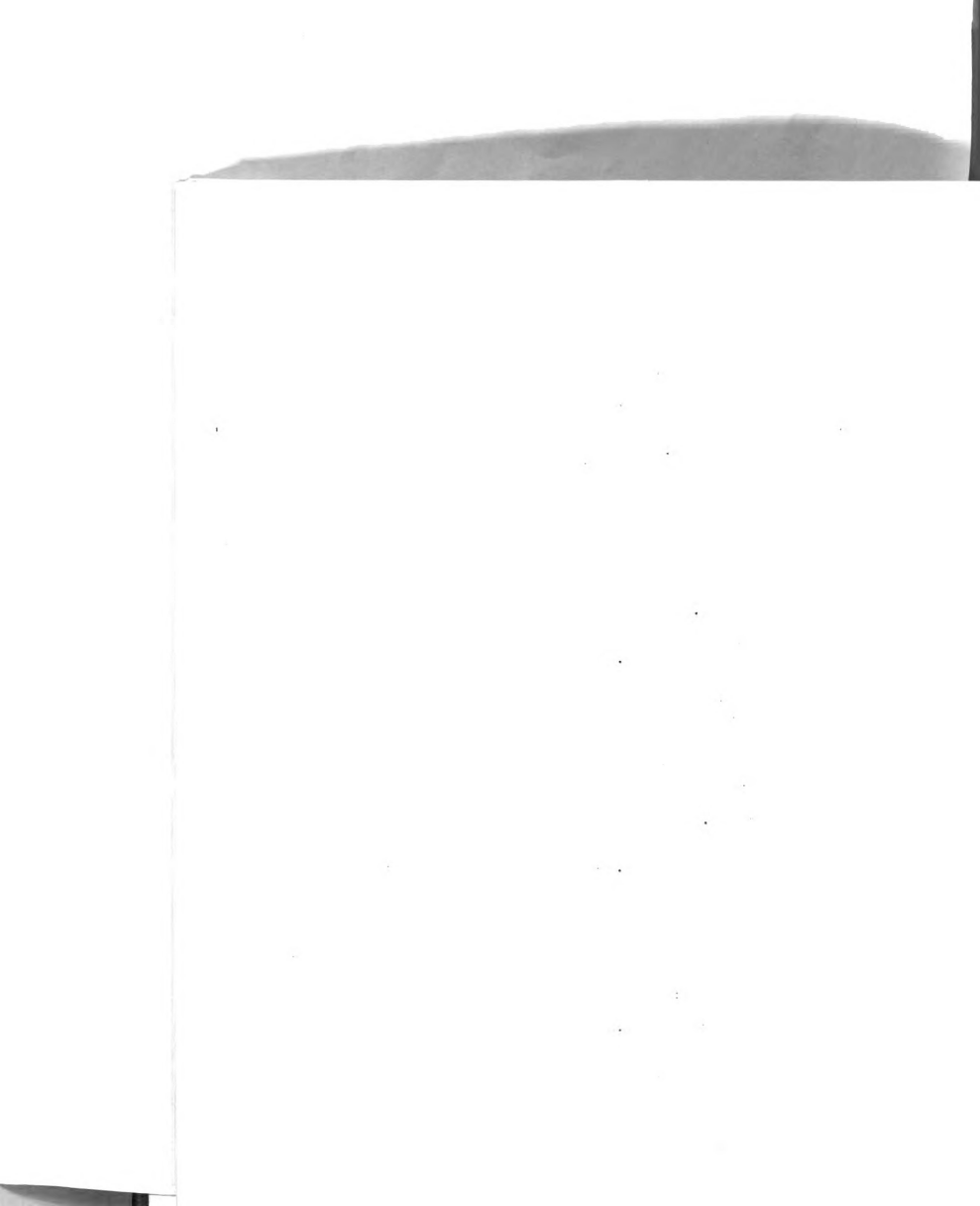


to five areas of administrative activities among superintendents in districts of 2000-> students (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Ten.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents from districts of varying wealth (Ho: <-\$7000 = \$7100-\$10000 = \$10100-\$15000 = \$15100->).

Hypothesis Ten-A.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents in districts of <-\$7000 (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Ten-B.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents in districts of \$7100-\$10000 (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).



Hypothesis Ten-C.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents in districts of \$10100-\$15000 (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Ten-D.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents in districts of \$15100-> (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Eleven.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents with varying educational training (Ho: Master's Degree = One or More Years Beyond the Master's Degree).

Hypothesis Eleven-A.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents with Master's Degrees (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

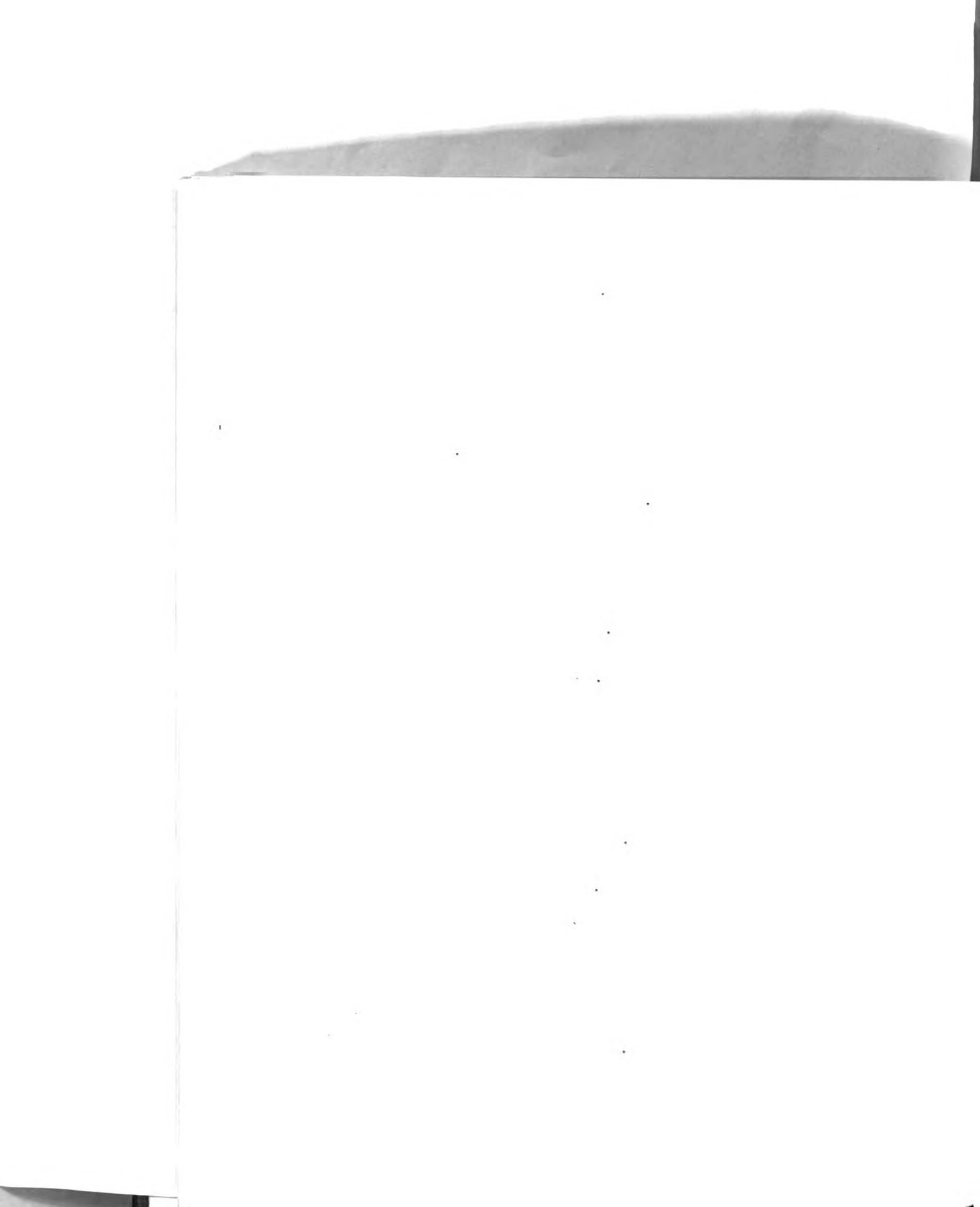


Hypothesis Eleven-B.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents with One or More Years beyond the Master's Degree (H_0 : Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Twelve.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents with varying experience (H_0 : $<-5 = 6-12 = 13-22 = 23->$).

Hypothesis Twelve-A.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents with <-5 years experience as a superintendent (H_0 : Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Twelve-B.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents with 6-12 years experience as a superintendent (H_0 : Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

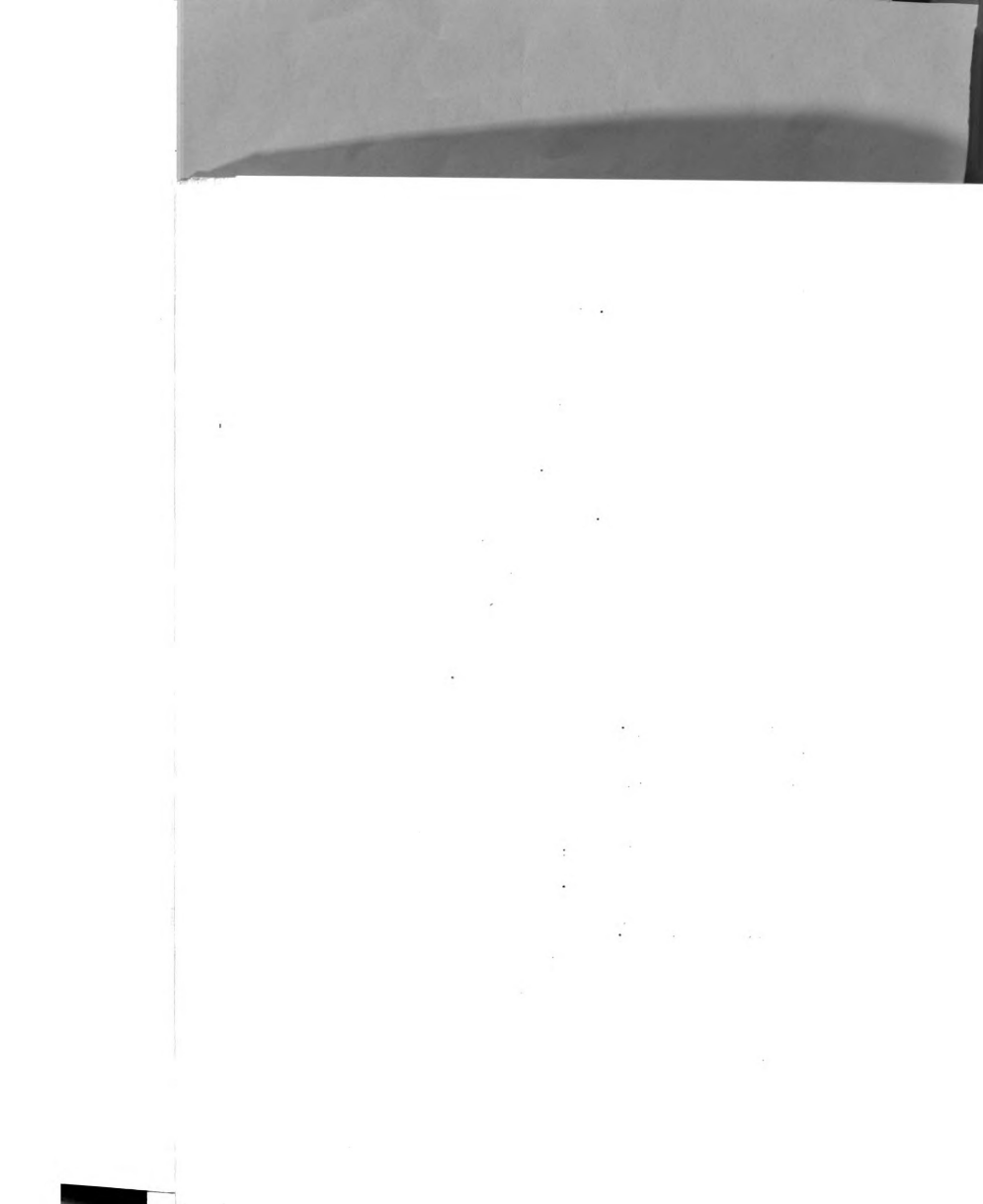


Hypothesis Twelve-C.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents with 13-22 years experience as a superintendent (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Twelve-D.--There are no differences in the levels of satisfaction with respect to five areas of administrative activities among superintendents with 23-> years experience as a superintendent (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Thirteen.--There are no differences in the levels of satisfaction of superintendents with respect to five areas of administrative activities as perceived by professors of educational administration (Ho: Area 1 = Area 2 = Area 3 = Area 4 = Area 5).

Hypothesis Fourteen.--There are no differences in the levels of satisfaction as perceived by superintendents and as perceived by professors with respect to five areas of administrative activities associated with the public school



superintendency (Ho: Superintendent Area 1 = Professor Area 1 = Superintendent Area 2 = Professor Area 2 = Superintendent Area 3 = Professor Area 3 = Superintendent Area 4 = Professor Area 4 = Superintendent Area 5 = Professor Area 5).

The Pilot Study

A pilot study was conducted to test the face validity, reliability, clarity of expression and the length of time needed to fill out a trial instrument constructed for this investigation (Appendix A-1 - A-4). This instrument sought to determine the levels of adequacy and the levels of satisfaction of superintendents with respect to thirty-seven selected administrative activities associated with the public school superintendency as perceived by the superintendents and as perceived by professors. A first draft of the list of thirty-seven activities was submitted to the chairman of the researcher's Guidance Committee and to a member of the Bureau of Educational Research at Michigan State University. Their changes and suggestions were incorporated into the trial instrument (Appendix A-1).

Letters were mailed to seventeen public school superintendents in the mid-Michigan area inviting them to participate in the pilot study (Appendix A-2). Ten responded affirmatively. Six professors spending half of their teaching time or more in the area of educational administration at Michigan State University were invited to participate. Five



responded affirmatively.

The instrument was administered to the superintendents and professors, who were assured that names of individuals and school districts would remain confidential.

The data collected from the pilot study were recorded on three-by-five inch cards and on working sheets for purpose of analysis. The Hoyt technique¹ was used for determining homogeneity reliability of the data yielded by the trial instrument. It was assumed that the coefficient of .93 that resulted was sufficient to establish the reliability of the instrument. Since the planned study would include fifteen professors of educational administration (population) and fifty-two or more public school superintendents (10 per cent sample of the population), it appeared that the variation in means likely to be obtained would result in significant differences.² It also was assumed that there would be

¹Cyril Hoyt, "Test Reliability Obtained by Analysis of Variance," Psychometrika, VI (June, 1941), 153-60.

$$^2_t = \frac{\text{difference between means}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

assuming: (1) $N_1 = 15$

(2) $N_2 = 52$

(3) $S_1^2 = S_2^2 = S^2$

(4) $t_{(.05)} 65 \text{ d.f.} = 2.00$

Then: Difference between means that could be found to be significant would have to be larger than .586S.

differences in the levels of adequacy perceived by superintendents and those perceived by professors, and that the differences in levels of adequacy would be shown by variance in the central tendency of responses of the two groups. The significance of the differences, it seemed, would best be examined by checking for variation in means. The F test, followed by the t test,³ was used to determine the significance of difference in means among the various groups and areas compared. The level of significance was set at .05.

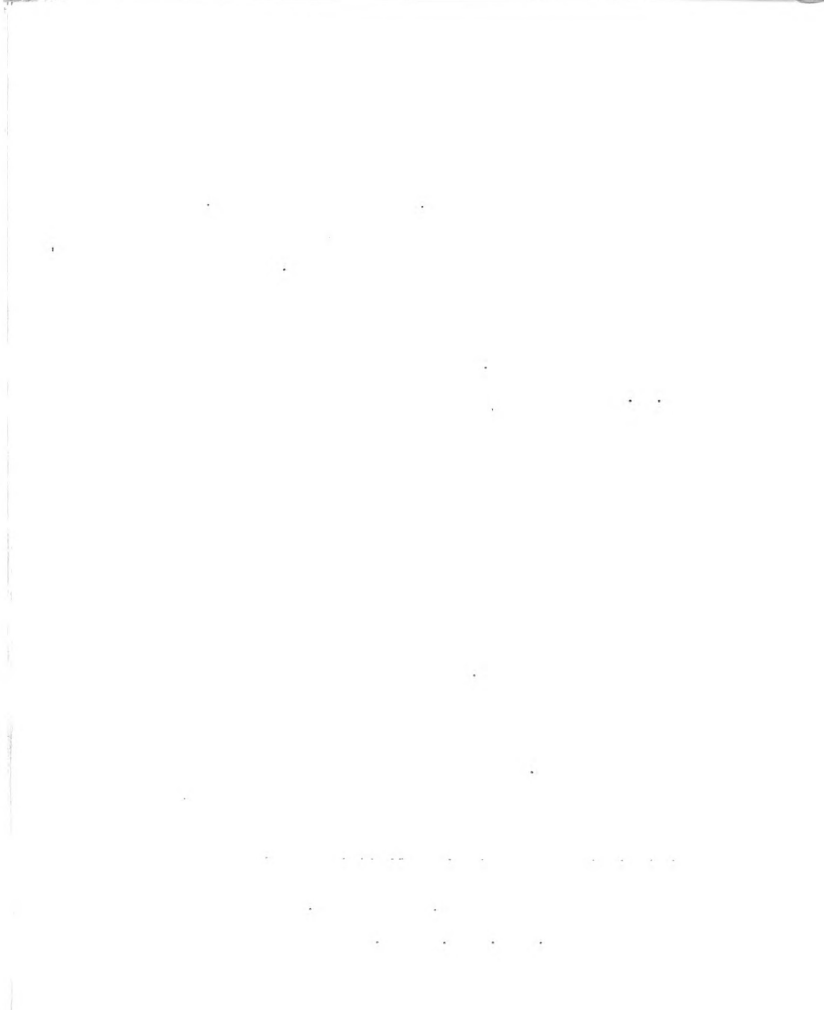
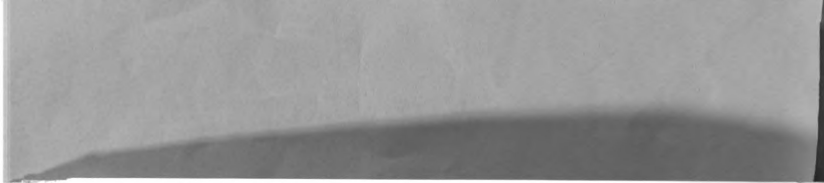
The Instrument

The instrument developed and administered in this study, like the trial instrument administered in the pilot study, sought to determine the levels of adequacy and the levels of satisfaction of superintendents with respect to selected administrative activities associated with the public school superintendency as perceived by superintendents and as perceived by professors. The instrument was submitted for final approval to the researcher's Guidance Committee; and changes and suggestions by committee members were incorporated (Appendix B).

The instrument is comprised of three basic parts:
(1) administrative activities associated by Adams⁴ with

³Guinn McNemar, Psychological Statistics (New York: John Wiley and Sons, 1955), pp. 109-12, 255.

⁴Adams, loc. cit., pp. 71-75.



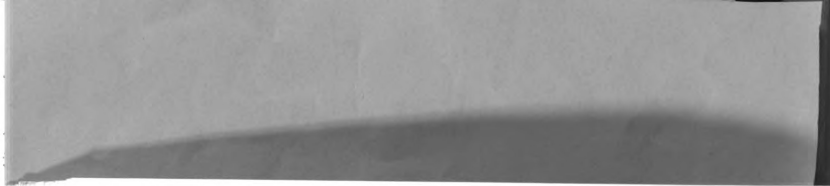
public school administration, (2) a Lickert-type scale⁵ that measures the levels of adequacy at which superintendents believe themselves to be, and at which professors believe superintendents to be, concerning each activity, (3) a second Lickert-type scale⁶ that measures the levels of satisfaction at which superintendents believe themselves to be, concerning each activity.

Administrative activities:--Initially selected and included in the pre-test were thirty-seven administrative activities associated by Adams with the administrative practices of public school superintendents. A committee of experts made up of one member each from the office of the Michigan Superintendent of Public Instruction, the Michigan Association of School Boards, and the Michigan Education Association reviewed and classified the activities, considering their relevance and importance with regard to the practices of public school superintendents in the state. The committee reduced the activities to twenty-five (Appendix A-3 and A-4).

Scale to measure levels of adequacy:--A Lickert-type, ordinal five-point scale, with statistics designed for interval scales, was developed for the instrument. The scale permits a spread of individual responses, and allows for individual perceptions of levels of adequacy

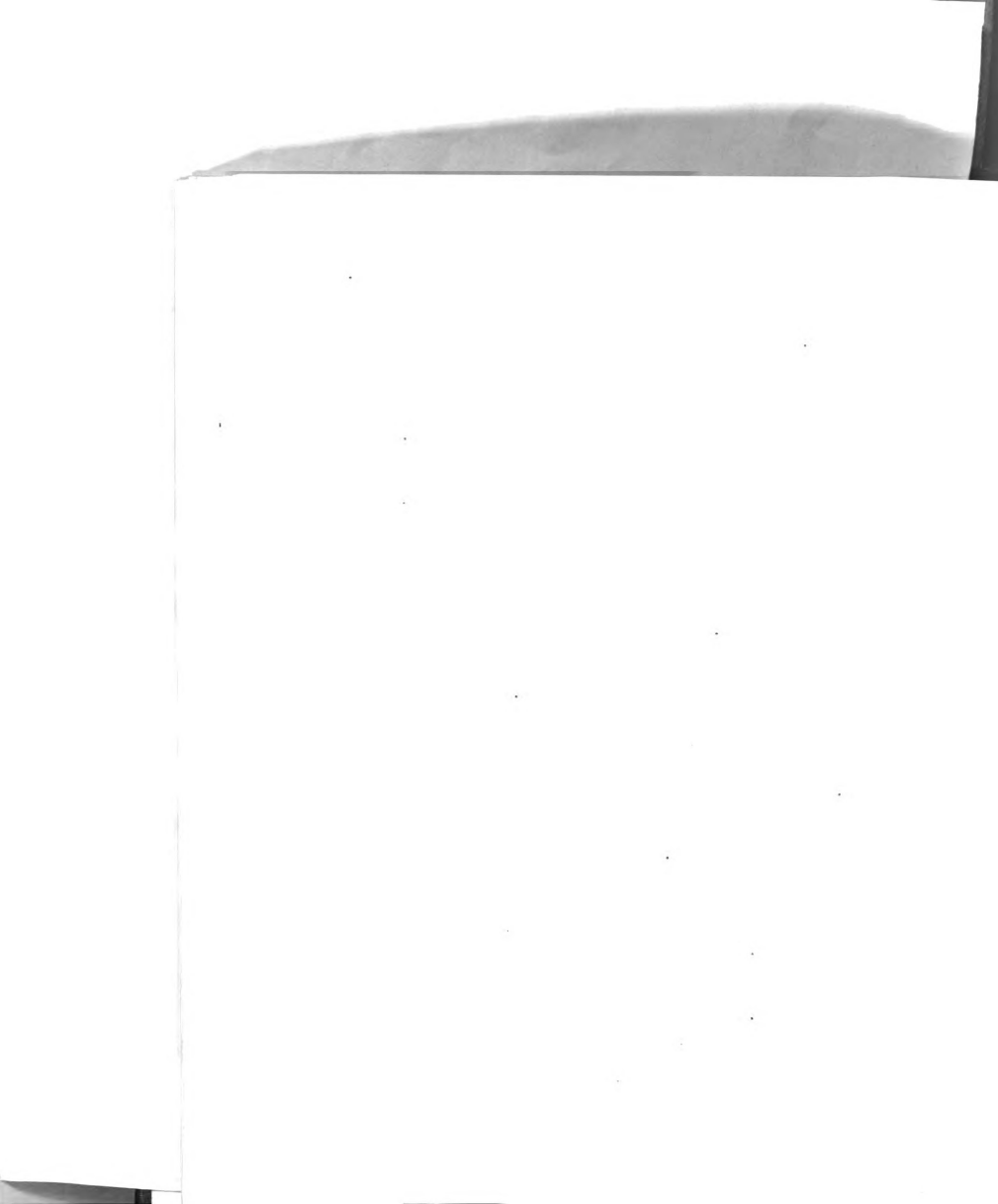
⁵Allan I. Edwards, Techniques of Attitude Scale Construction, (New York: Appleton-Century-Crofts, 1957), pp. 149-71.

⁶Ibid.



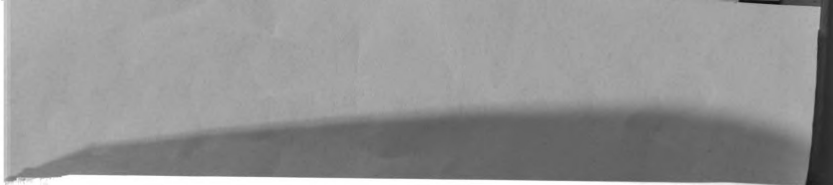
associated with the twenty-five administrative activities. Two columns in the instrument call for level-of-adequacy responses. Column 1 measures the levels at which respondents, if they are superintendents, feel themselves to be adequate, and if they are professors, feel superintendents to be adequate as regards each of the twenty-five activities. Column 3 measures the levels at which respondents feel adequacy is ideal as regards each of the twenty-five activities. The level at which a superintendent is considered to be adequate as regards each of the activities is determined by the discrepancy, or difference, between scores in Column 1 and scores in Column 3. For a discrepancy to occur in connection with any one of the activities, the score in Column 1 must be less than the score in Column 3. When the score in Column 1 is subtracted from the score in Column 3, the difference between the two is called the "discrepancy score." The discrepancy score governs the level at which a superintendent is considered to be adequate in the performance of an activity.

There is an inverse relationship between a discrepancy score and the level at which a superintendent is considered to be adequate. The higher the discrepancy score, the lower is the level at which a superintendent is considered to be adequate. Conversely, the lower the discrepancy score, the higher is the level at which a superintendent is considered to be adequate.



Scale to measure levels of satisfaction:--A Lickert-type, ordinal five-point scale, with statistics designed for interval scales, was developed. The scale permits a spread of individual responses and allows for individual perceptions of varying levels of satisfaction regarding levels of adequacy associated with the twenty-five administrative activities.

Column 2 in the instrument calls for level-of-satisfaction responses. Superintendents used this column to indicate how satisfied they were with the levels at which they perceived themselves to be adequate as regards each of the administrative activities. Professors used Column 2 to indicate how satisfied they were with the levels at which they perceived superintendents to be adequate as regards each of the activities.



Populations and Sample Used in the Study

Population and sample of superintendents:--Of the 529 school districts in Michigan offering instruction in kindergarten through twelfth grade in 1959,⁷ two were excluded from the study because they were considered atypical.⁸ Thus, the remaining 527 districts established the population of superintendents from which the sample used in this study was selected. The districts were divided into four categories on the basis of size, from the smallest to largest (Table 1), and this was the pattern from which a 10 per cent fixed interval sample was extracted.

Table 1.--Size and Number of Districts Operating K-12 Programs

Size of District		Number of Districts	Per Cent of Total
Under	500	136	26
500 to	999	154	28
1,000 to	1,999	124	24
2,000 and	Over	<u>113</u>	<u>22</u>
		527	100

⁷Data obtained from the Michigan Department of Public Instruction, Lansing.

⁸Detroit was excluded because of its size, the laws under which its school district must operate, and the special provision of the state aid act relative to its deductible millage. Beaver Island Community School, because of its size, was excluded since it does not employ a superintendent.



Sixty-six superintendents were invited to participate in the study. Fifty-two completed instruments were required for a 10 per cent sample, and fifty-five superintendents completed and returned test instruments (Table 2).

Table 2.--Superintendents Invited and Responses Required and Obtained

Size of District	No. of Districts	Superintendents		
		Invited	Required	Obtained
< to 500	136	17	14	14
500 to 999	154	19	15	17
1,000 to 1,999	124	15	12	12
2,000 and >	<u>113</u>	<u>15</u>	<u>11</u>	<u>12</u>
	527	66	52	55

It had been assumed that the educational training and experience of superintendents in small districts were less than the educational training and experience of superintendents in large districts. This assumption proved to be valid. It also had been assumed that a sample of the population selected on the basis of size of district would result in a representative sample. This assumption, however, proved to be invalid. Forty-eight of the fifty-five districts had \$15,000 or less state equalized valuation per resident student, and only seven districts had more than \$15,000 state equalized valuation per resident student (Table 3). The



state average, at the time this study was made, was approximately \$15,000 per resident student.⁹

Table 3.--Fifty-Five Districts by Wealth

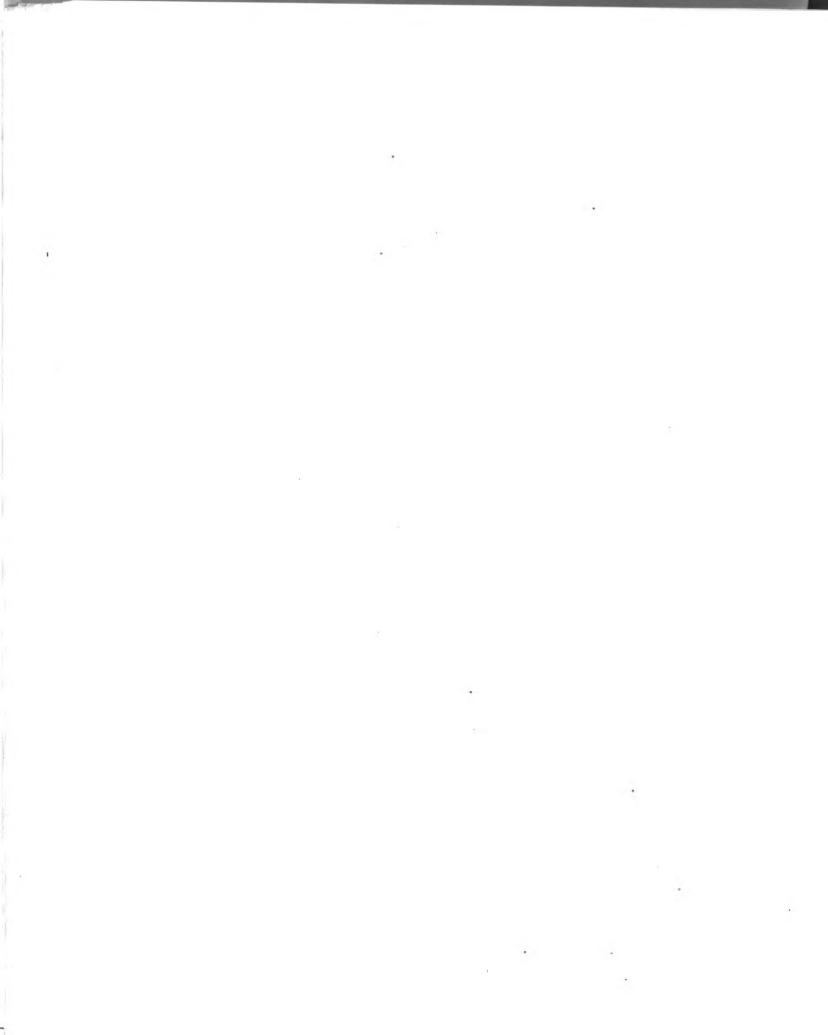
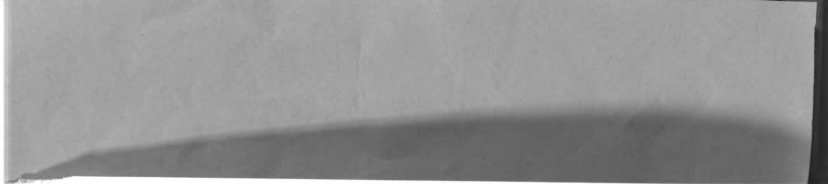
Wealth*	No. Districts
< - \$7,000	19
\$ 7,100 - 10,000	16
10,100 - 15,000	13
15,100 - >	<u>7</u>
	55

*Number of dollars per resident student

Population of Professors:--The researcher queried deans of the Colleges of Education at Michigan State University, Wayne State University, University of Michigan, and Western Michigan University requesting the names of professors who spent half of their teaching time or more in the area of educational administration. The names were supplied: Fifteen professors selected from the four state institutions comprised the population of professors used in this study (Table 4).

Because professors of educational administration are responsible for the formal instruction of school administrators, it was accepted that they are knowledgeable about and

⁹Data obtained from the Michigan Department of Public Instruction, Lansing.



familiar with the various aspects of the role of public school superintendents.

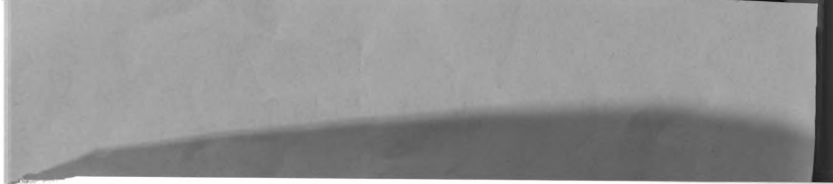
Table 4.--Professors and Institutions Participating in Study

Institution	Professors
Michigan State University	7
University of Michigan	4
Wayne State University	2
Western Michigan University	<u>2</u>
	15

Procedure for Collecting Data

Collection of data from superintendents.--The researcher mailed letters to sixty-six superintendents, inviting them to participate in the study and assuring them that names and school districts would remain confidential. Superintendents were asked to indicate on enclosed post cards, addressed to the researcher, whether they would participate. Accompanying the letter of invitation was a letter from the chairman of the researcher's Guidance Committee (Appendix C).

Fifty-five of the superintendents responded affirmatively; and instruments were mailed to them. Two weeks after the mailing of the instruments, reminders were sent to those who had not returned completed instruments. Although fifty-five respondents completed and returned instruments within a



thirty-day period, only fifty-two completed instruments were required for a ten per cent sample of the population (Table 2).

Collection of data from professors.--The instrument was mailed to two professors of educational administration from Wayne State University, to four at the University of Michigan, and two at Western Michigan University. Instruments were delivered personally to each of the seven professors at Michigan State University. The participants were assured that their names would not be used in the study, and that the data supplied would not be identified by institution. The fifteen professors completed and returned instruments within sixteen days of the mailing and distribution date. Because of the promptness of the respondents, it was not necessary to send out reminders.

Tabulating Data for Analysis

Data collected from the respondents were recorded on specially developed forms and on three-by-five-inch cards for the purpose of tabulation and analysis (Appendix D and E). The following information supplied by each superintendent was tabulated: (1) area discrepancy scores, (2) area satisfaction scores, (3) size of school district, (4) wealth of school district, (5) educational training, and (6) experience (Appendix F). The following information supplied by each professor was tabulated: (1) area discrepancy scores, and (2) area satisfaction scores (Appendix G).

Statistical Methods

Three statistical techniques were applied to the data in this study.

1. Hoyt's technique for determining homogeneity reliability.
2. An F test for determining homogeneity of variance.
3. A t test for determining significance of difference.

Hoyt's technique for homogeneity reliability:--The Hoyt technique was used for determining homogeneity reliability of the data yielded in the instrument. The scales in the instrument ranged from one to five points; hence, the Hoyt technique provides a formula for estimating the reliability coefficient when item scores are not restricted to 1 nor 0. It was assumed that the coefficient of .92 obtained for instruments completed by superintendents, and the coefficient of .91 obtained for instruments completed by professors were sufficient to establish reliability of the instrument.

F test for homogeneity of variance:--The F test was used for determining whether the probability of variance within areas compared was significant. The level of significance was set at .05. The F test assumes random samples of normal populations, and assumes samples have the same

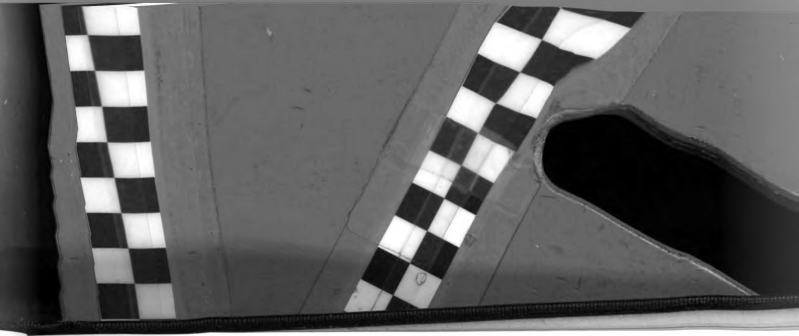
variance but necessarily the same mean.

t test for significance of difference:--The t test was selected as appropriate to be used for determining the significance of difference because the data collected for the study were tabulated by mean scores. The level of significance was set at .05.

Summary

A statement of the statistical hypotheses has been presented in this chapter. The composition of the sample and how it was obtained have been described; and the details of the methodology have been discussed.





CHAPTER III

ANALYSIS OF SUPERINTENDENTS' AND PROFESSORS' ADEQUACY RESPONSES

In this chapter the responses of fifty-five superintendents and fifteen professors of educational administration were classified by five areas of administrative activity: Administrative Leadership, Personnel Administration, Administration of the School Program, Administration of Pupil Personnel and, Administration of Business Affairs.

The responses of superintendents were further classified by the factors of size of district, wealth of district, educational training of superintendent and experience or number of years as a superintendent.

The responses of superintendents and professors were then classified by the level of adequacy variable; comparisons were made between the mean discrepancy scores of each area for superintendents and professors.

Statistical Analysis

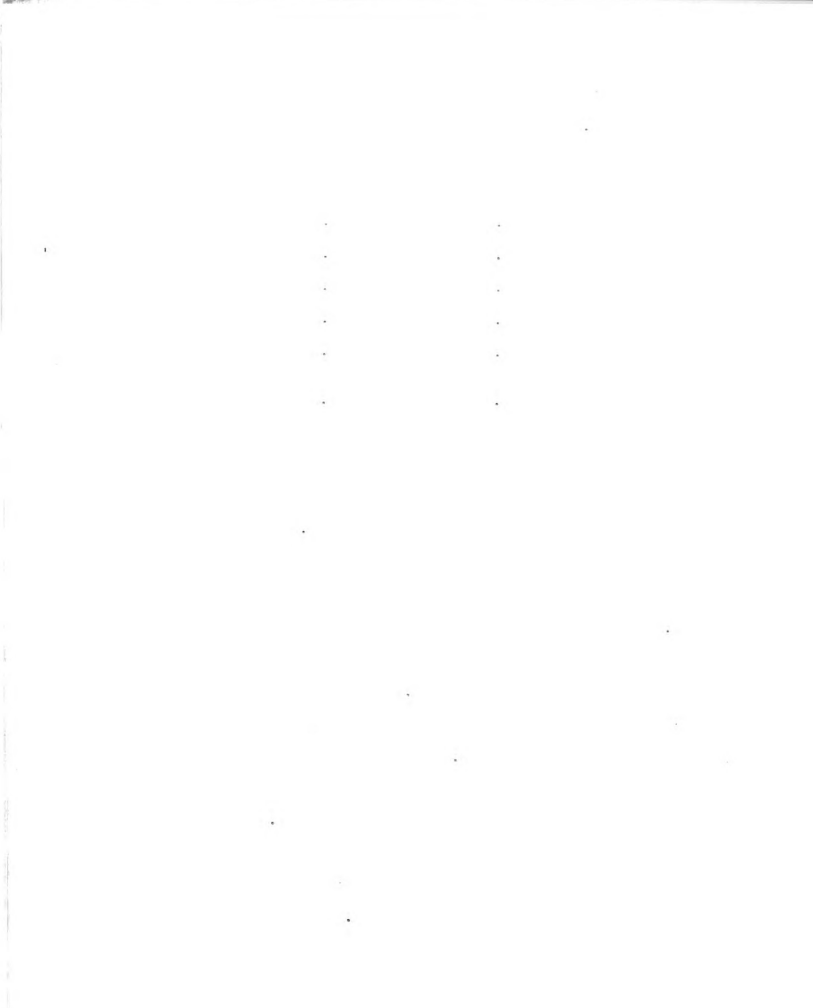
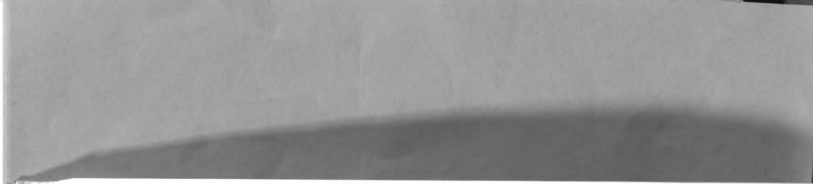
Instrument reliability for both superintendents and professors was established by the use of Hoyt's technique for determining homogeneity reliability. Total instrument reliability for superintendents was .92 and for professors, .91 (Table 5).

Table 5.--Reliability of Instruments

Area	Superintendents	Professors
1	.77	.82
2	.82	.76
3	.82	.83
4	.73	.72
5	.73	.66
Total instrument	.92	.91

Superintendents' Adequacy Responses

The mean discrepancy scores of superintendents for each of the five areas were ranked (Table 6). The mean discrepancy scores represented the difference between scores obtained in column one and column three of the adequacy scales. Column one referred to how adequate superintendents felt they were in the selected activities associated with the public school superintendency. Column three referred to, ideally, how adequate superintendents felt they should be in each of the activities. Adequacy is hereafter taken to be the amount of difference (discrepancy) between reported adequacy and the ideal adequacy in a given area. In interpreting the mean discrepancy scores, the higher the mean the less the adequacy of superintendents, the lower the mean the greater the adequacy of superintendents.



A t test was run to determine significant differences between areas. A line extending from one area to another indicated no significant differences between these areas. Table 6 thus revealed that in terms of extremes superintendents felt most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program.

Table 6.--Significances of Area Rankings by Mean Discrepancy Scores for Superintendents

Area	5	4	2	1	3
Scale of Means	1	2	3	4	5
Means	1.67	2.51	3.38	4.16	
			3.55		

Size of District

The mean discrepancy scores for each of the five areas of administrative activity for superintendents were distributed according to size of district (Table 7). A comparison of the mean discrepancy scores for each area was made by using the F test to determine significant differences among areas due to size of district. Since no significant differences were reported, superintendents perceived about the same level of adequacy for themselves in each area regardless of the size of the school district.

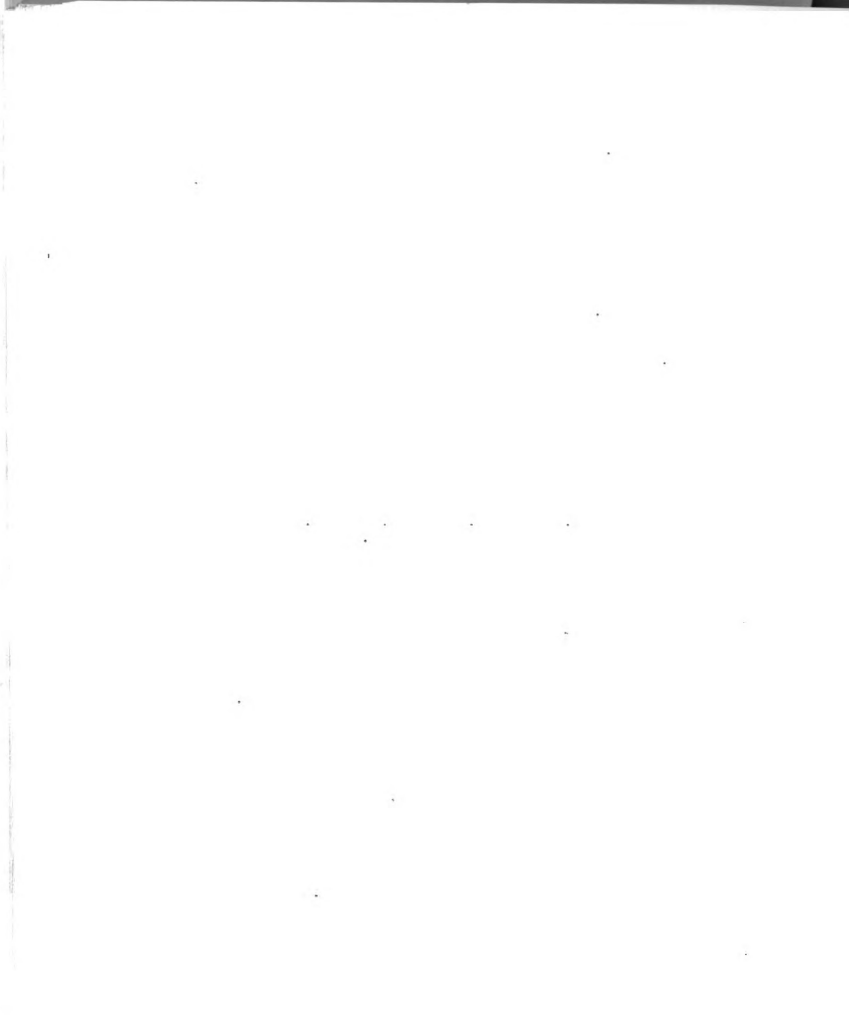
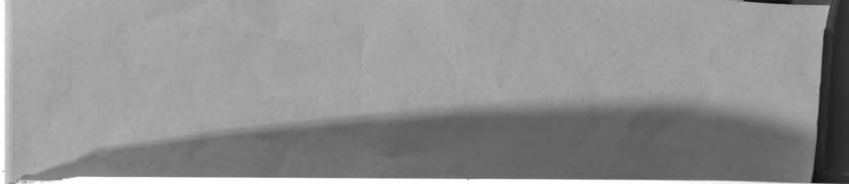


Table 7.--Mean Discrepancy Scores by Areas for Superintendents by Size of District

Size of District	Area				
	1	2	3	4	5
< - 499	3.86	3.71	4.86	2.07	1.71
500- 999	3.76	3.12	3.47	3.18	2.06
1000-1999	4.50	4.42	5.42	3.17	1.75
2000- >	1.92	2.33	3.08	1.42	1.00
F	N.S.*	N.S.	N.S.	N.S.	N.S.

*Not Significant

The five areas of administrative activity were ranked according to the mean discrepancy scores for each group of superintendents with respect to the size of district. A t test was run to determine significant differences between these areas.

An analysis of Table 8 in terms of extremes indicated that regardless of the size of district, superintendents felt most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of School Program with one exception: Superintendents in districts of 500-999 students felt most adequate in Area 5 but least adequate in Area 1, Administrative Leadership.

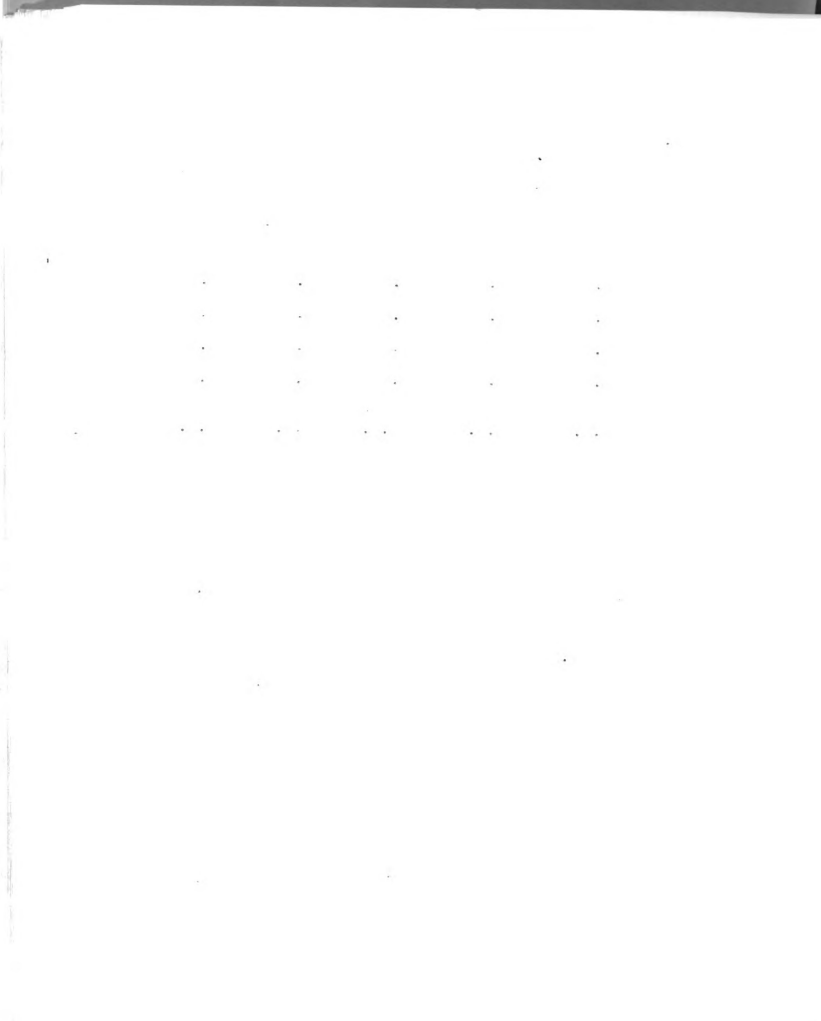
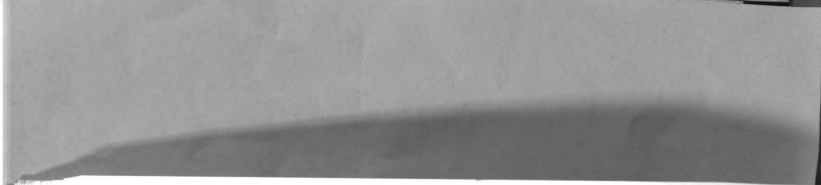
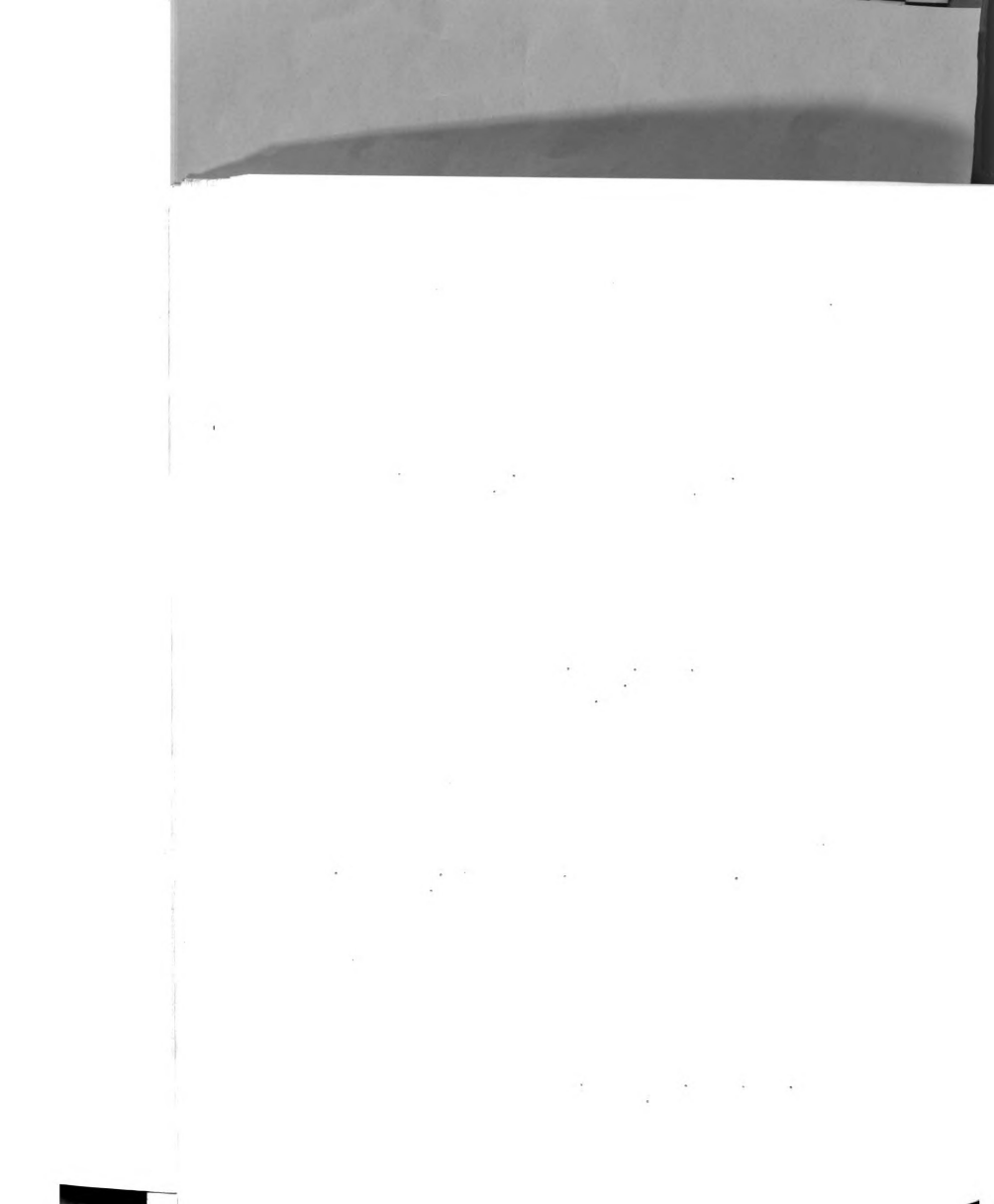


Table 8.--Significances of Area Rankings by Mean Discrepancy Scores for Superintendents by Size of District

< -499 Students					
Area	5	4		21	3
Scale of Means	1	2	3	4	5
Means	1.71	2.07		3.71 3.86	4.86
500-999 Students					
Area	5	24	3	1	
Scale of Means	1	2	3	4	
Means	2.06	3.12 3.18 3.47	3.76		
1000-1999 Students					
Area	5		4	21	3
Scale of Means	1	2	3	4	5
Means	1.75		3.17	4.42 4.50	5.42
2000-> Students					
Area	5	4	1	2	3
Scale of Means	1	2	3	4	
Means	1.00	1.42	1.92 2.33	3.08	



Wealth of District

The mean discrepancy scores for each of the five areas of administrative activity for superintendents were distributed according to wealth of district (Table 9). A comparison of the mean discrepancy scores for each area was made by using the F test to determine significant differences among areas due to wealth of district. Significant differences were not apparent; consequently, superintendents perceived the same level of adequacy for themselves in each area regardless of the wealth of the district.

Table 9.--Mean Discrepancy Scores by Areas for Superintendents by Wealth of District

Wealth*	Area				
	1	2	3	4	5
< - 7000	3.74	3.53	4.26	2.47	1.42
7100-10000	3.19	3.38	4.06	2.25	2.00
10100-15000	3.54	3.69	4.08	3.15	1.85
15100- >	3.86	2.43	3.86	2.43	1.29
F	N.S.	N.S.	N.S.	N.S.	N.S.

*Number of dollars per resident pupil

The five areas of administrative activity were ranked according to the mean discrepancy scores for each group of superintendents with respect to the wealth of district. A



t test was run to determine significant differences between these areas.

An analysis of Table 10 indicated in terms of extremes that, regardless of the wealth of district, superintendents felt most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program with one exception: Superintendents in districts with \$15100 or more per resident pupil also felt least adequate in Area 1, Administrative Leadership.

Educational Training

An examination was made of the data according to the educational training of superintendents. The mean discrepancy scores for each of the five areas of administrative activity were compared between one group of superintendents possessing only a master's degree and another group with one or more years beyond the master's degree (Table 11). A t test was used to determine whether or not there were significant differences between the means of the five areas for the two groups.

Area 3, Administration of the School Program, was the only area in which a significant difference occurred. A 2.009 at the five per cent level was necessary to be significant. Superintendents with one or more years beyond the master's degree felt more adequate in administering the school program than did superintendents who possessed only a master's degree.

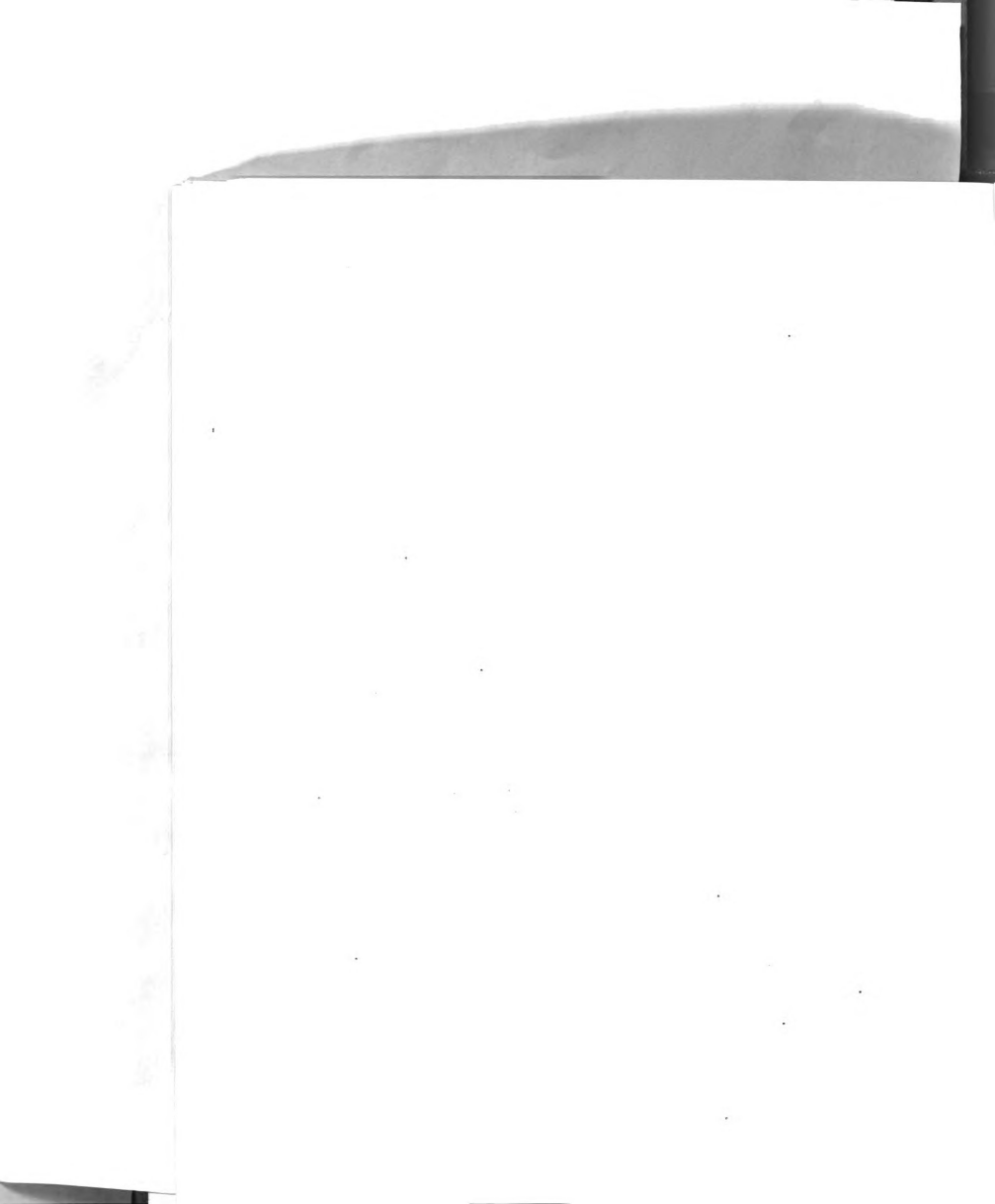


Table 10.--Significances of Area Rankings by Mean Discrepancy Scores for Superintendents by Wealth of District

<-\$7000 Per Resident Pupil					
Area	5	4	2 1	3	
Scale of Means	1	2	3	4	5
Means	1.42	2.47	3.53 3.74	4.26	

\$7100-\$10000 Per Resident Pupil					
Area		5 4	1 2	3	
Scale of Means	1	2	3	4	5
Means		2.00 2.25	3.19 3.38	4.06	

\$10100-\$15000 Per Resident Pupil					
Area	5		4 1 2	3	
Scale of Means	1	2	3	4	5
Means	1.85		3.15 3.54 3.69	4.08	

\$15100-> Per Resident Pupil					
Area	5	2 4	1 3		
Scale of Means	1	2	3	4	
Means	1.29	2.43		3.86	

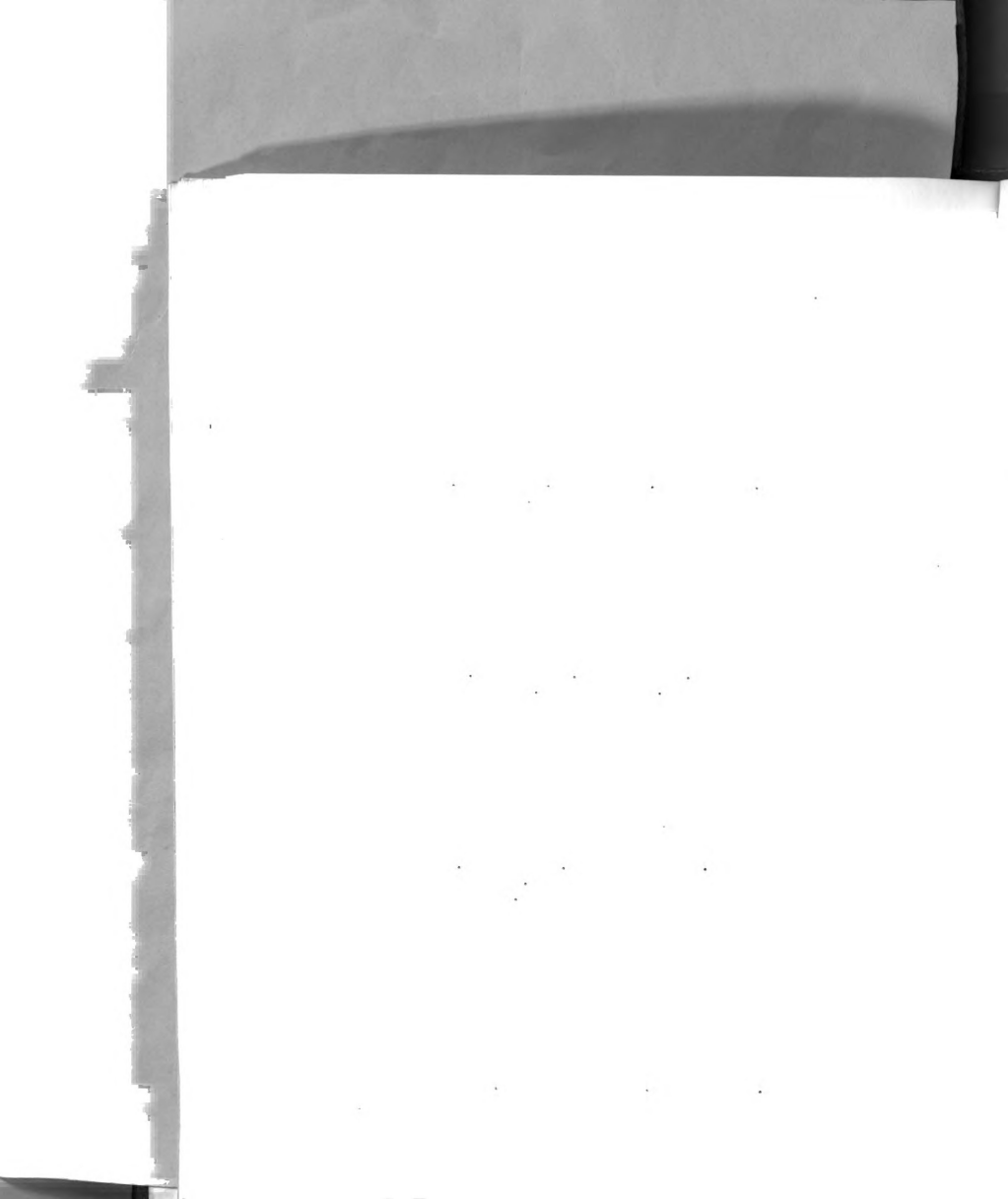


Table 11.--Mean Discrepancy Scores by Areas for Superintendents According to Educational Training

Educational Training	Area				
	1	2	3	4	5
Master's Degree	3.56	3.46	4.37	2.46	1.61
One or more years beyond master's degree	2.77	2.00	2.31	2.23	1.38
t	N.S.	N.S.	2.177	N.S.	N.S.

The five areas of administrative activity were ranked according to the mean discrepancy scores for each group by educational training (Table 12). A t test was used to determine significant differences between the areas as ranked for each group.

Superintendents possessing only a master's degree felt most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program. Superintendents with one or more years beyond the master's degree also felt most adequate in Area 5 but least adequate in Area 1, Administrative Leadership.

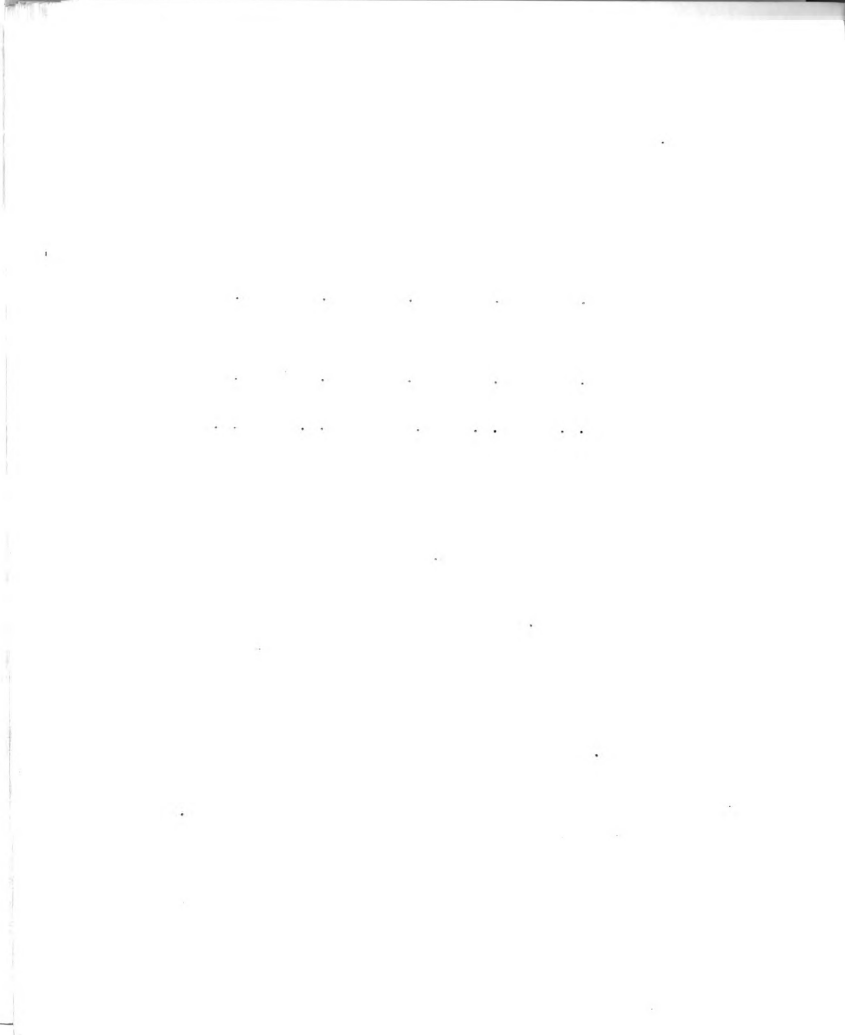
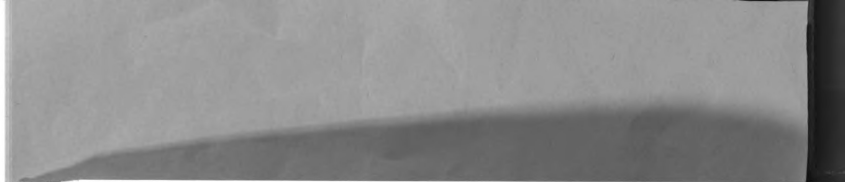


Table 12.--Significances of Area Rankings by Mean Discrepancy Scores for Superintendents by Educational Training

Master's Degree					
Area	5	4	<u>2 1</u>	3	
Scale of Means	1	2	3	4	5
Means	1.61	2.46	3.46 3.56	4.37	

One or More Years Beyond the Master's Degree					
Area	5	<u>2</u>	<u>4 3</u>		<u>1</u>
Scale of Means	1	2			3
Means	1.38	2.00	2.23 2.31		2.77

Experience as Superintendent

The mean discrepancy scores for each of the five areas of administrative activity for superintendents were distributed according to the factor of experience. A comparison of the mean discrepancy scores for each area was made by using the F test to determine significant differences among areas with respect to experience. There were no significant differences among areas since superintendents perceived about the same level of adequacy for themselves in each area regardless of their experience as superintendents (Table 13).

Table 13.--Mean Discrepancy Scores by Area for Superintendents According to Experience*

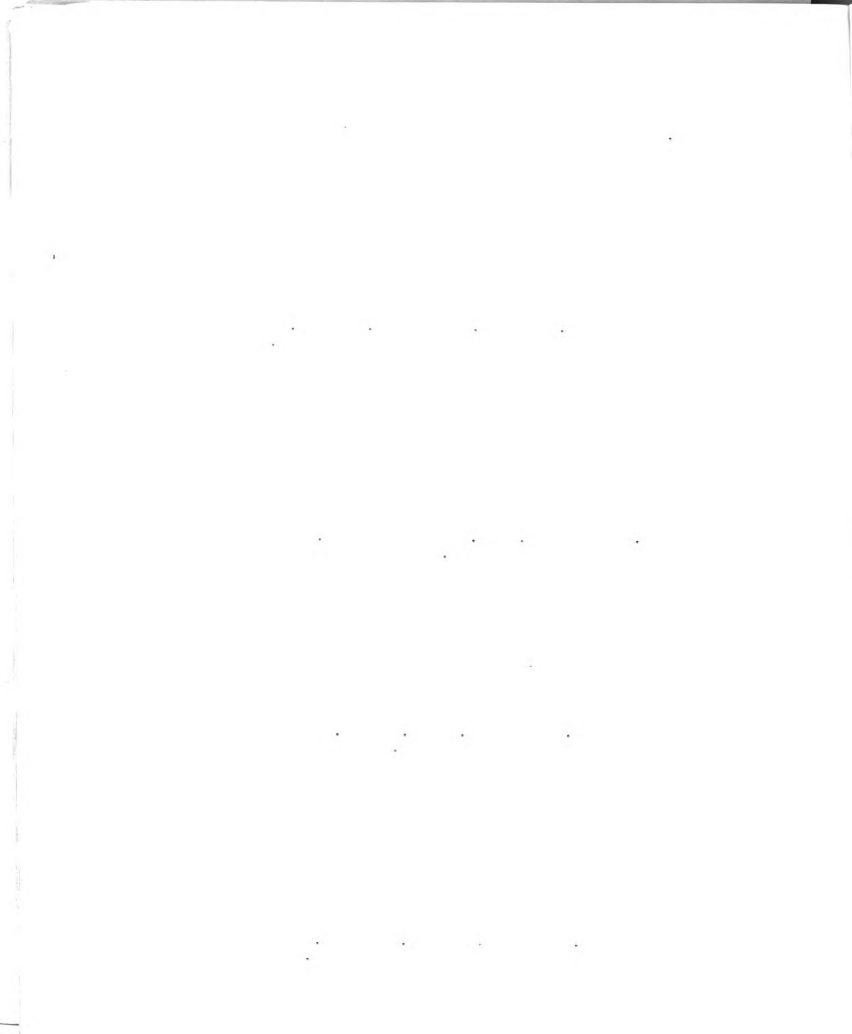
Experience	Area				
	1	2	3	4	5
< - 5	4.60	3.73	4.40	2.67	1.87
6-12	2.80	2.53	4.07	2.13	1.13
13-22	3.33	3.25	3.92	2.75	1.83
23->	3.38	4.08	4.00	2.77	1.85
F	N.S.	N.S.	N.S.	N.S.	N.S.

*Number of years as superintendent

The five areas of administrative activity were ranked according to the mean discrepancy scores for each group of superintendents based on their experience as a superintendent. A t test was run to determine significant differences between areas. An analysis of Table 14 indicated that, in terms of extremes and regardless of experience, superintendents felt most adequate in Area 5, Administration of Business Affairs. Superintendents with 6-12 years' experience and 13-22 years' experience felt least adequate in Area 3, Administration of the School Program. Those with 0-5 years' experience felt least adequate in Area 1, Administrative Leadership and superintendents with 23 or more years' experience felt least adequate in Area 2, Administration of Pupil Personnel.

Table 14.--Significances of Area Rankings by Mean Discrepancy Scores for Superintendents By Experience

<-5 Years					
Area	5	4	2	3	1
Scale of Means	1	2	3	4	5
Means	1.87	2.67	3.73	4.40 4.60	
6-12 Years					
Area	5	4	2	1	3
Scale of Means	1	2	3	4	5
Means	1.13	2.13	2.53 2.80	4.07	
13-22 Years					
Area	5	4	2	1	3
Scale of Means	1	2	3	4	
Means	1.83	2.75	3.25 3.33	3.92	
23-> Years					
Area	5	4	1	3	2
Scale of Means	1	2	3	4	5
Means	1.85	2.77	3.38	4.00 4.08	



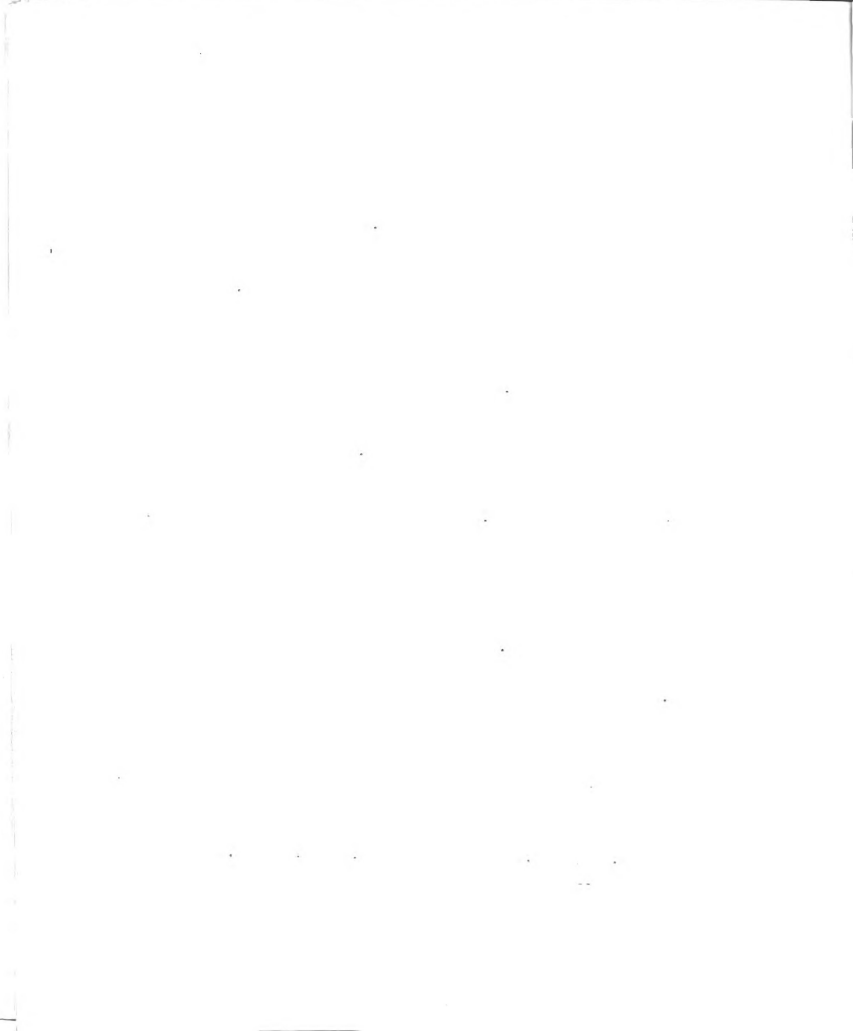
Professors' Adequacy Responses

The mean discrepancy scores of professors of educational administration for each of the five areas of administrative activity were ranked (Table 15). The mean discrepancy scores represented the difference between scores obtained in column one and column three of the adequacy scales. Column one referred to how adequate professors felt superintendents were with respect to each of the twenty-five administrative activities. Column three referred to how adequate professors felt superintendents should be, ideally, with respect to each of these activities.

A t test was run to determine significant differences between the areas as ranked. An analysis of the data revealed, in terms of extremes, that professors felt superintendents were most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program (Table 15).

Table 15.--Significances of Area Rankings by Mean Discrepancy Scores for Professors

Area	<u>5</u>		<u>4</u>				<u>2</u>	<u>1</u>	<u>3</u>	
Scale of Means	4	5	6	7	8	9	10	11	12	
Means		4.60	6.13			9.13	10.07	11.13		



Comparison of Adequacy Responses Between
Superintendents and Professors

Comparisons were made between the mean discrepancy scores of each area for superintendents and professors by using the t test to determine significant differences. A value of 2.131 was necessary to be significant. There were significant differences between the mean scores of all five areas as the t values exceeded the value demanded for significance (Table 16).

Table 16.--Mean Discrepancy Scores by Areas for Superintendents and Professors

	Area				
	1	2	3	4	5
Superintendents					
Mean Score	3.55	3.38	4.16	2.51	1.67
Professors					
Mean Score	10.07	9.13	11.13	6.13	4.60
t	5.962	6.065	6.567	4.835	3.621

The five areas of administrative activity were ranked according to the mean discrepancy scores for both the superintendents and professors (Table 17).

An analysis of Table 17 revealed that the level of adequacy of each area for public school superintendents as perceived by superintendents had the same relative priority as the level of adequacy which professors perceived for the

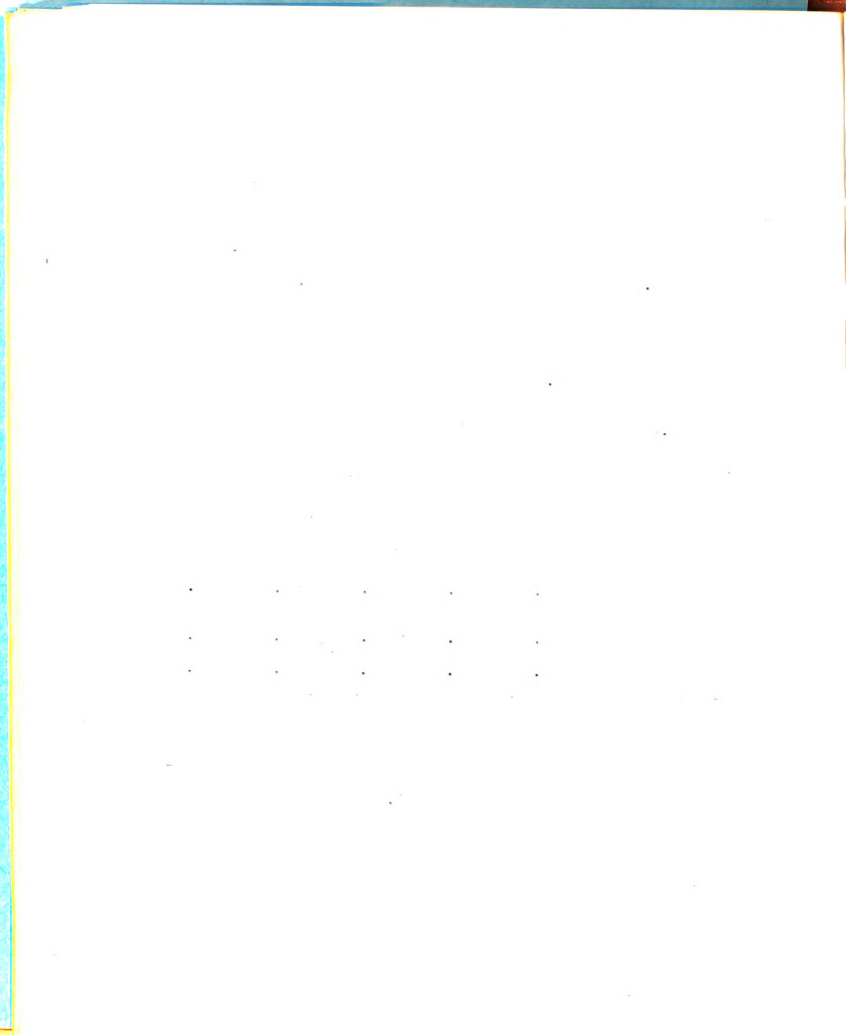
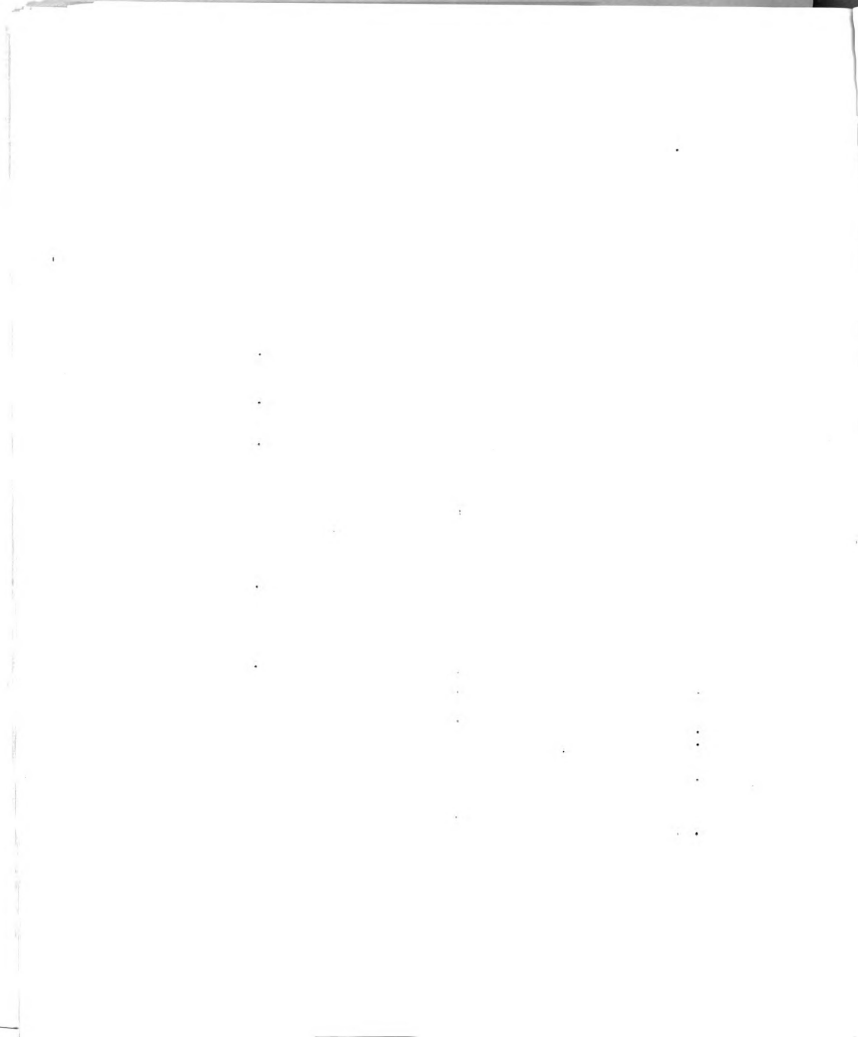


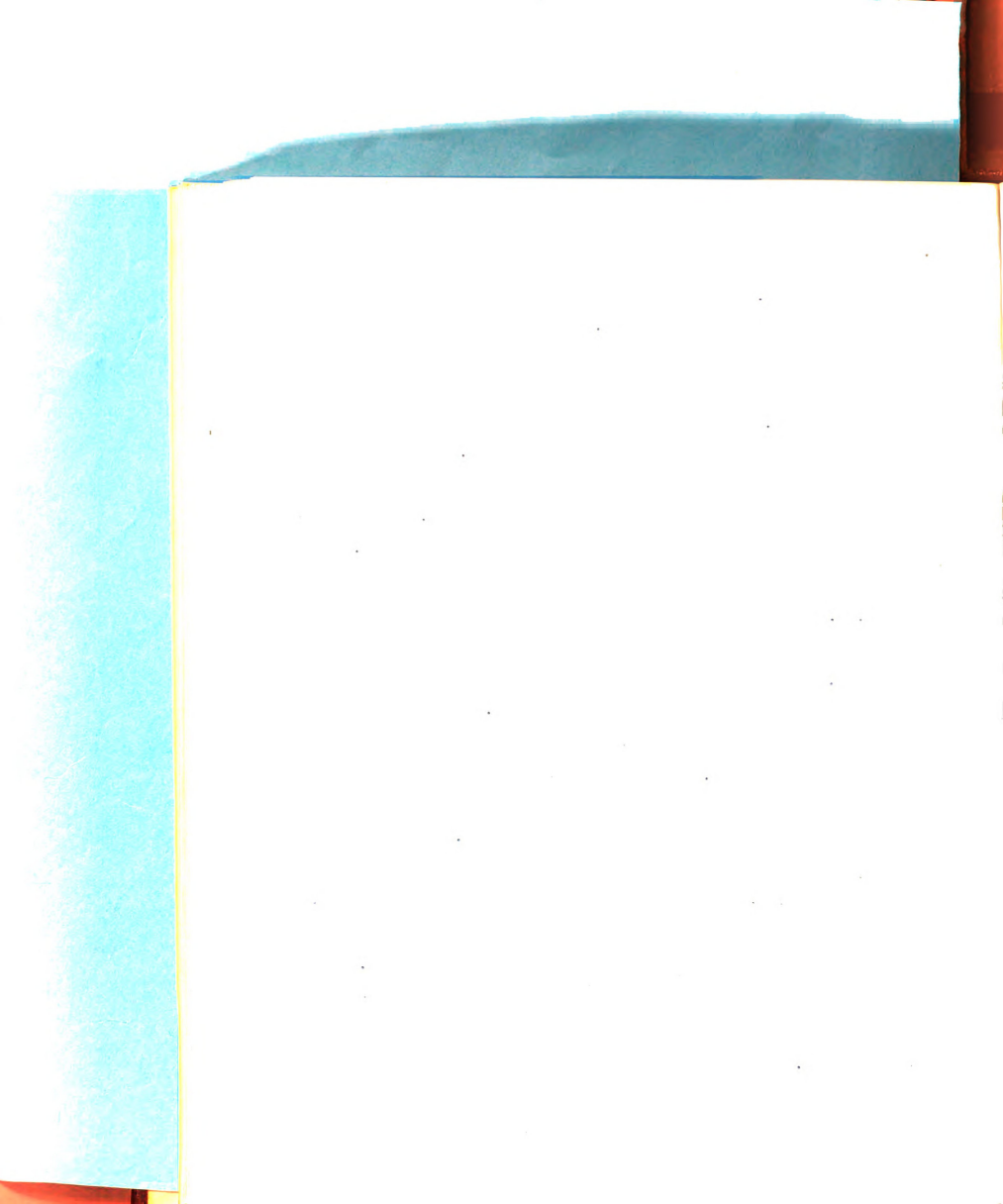
Table 17.--Area Rankings by Mean Discrepancy Scores for Superintendents and Professors

Superintendents		Professors	
Means	Area	Area	Means
		12'	
		11'	3 11.13
		10'	1 10.07
		9'	2 9.13
		8'	
		7'	
		6'	4 6.13
		5'	5 4.60
4.16	3	4'	
3.55	1	3'	
3.38	2	2'	
2.51	4	1'	
1.67	5		
Scale of Means			



superintendents. Both superintendents and professors ranked the five areas in the same order. Both felt superintendents were most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program. Though the ranking of areas was the same by both groups one important difference was noted. The lowest mean discrepancy score for professors was greater than the highest mean discrepancy score for superintendents. Area 3, which ranked highest for superintendents, had a mean of 4.16; and area 5, which ranked lowest for professors, had a mean of 4.60. A t test was run to determine significant differences between the areas ranked for both superintendents and professors. No significant difference occurred between Area 3 of superintendents and Area 5 of professors. A significant difference did occur between Area 3 of superintendents and Area 4 of professors. All areas, except the mean discrepancy score of Area 5 for professors, were significantly above the mean discrepancy scores of superintendents.

In the final analysis even though the ranking of areas was in the same order for both superintendents and professors, the mean discrepancy scores of each area for professors were significantly higher than the scores for superintendents. Professors perceived a lower level of adequacy for superintendents in each area than superintendents perceived for themselves.



Summary

The level of adequacy responses of fifty-five superintendents and fifteen professors of educational administration were classified by the five areas of administrative activities and the responses of superintendents were further classified by the factors of size and wealth of district, educational training and experience of the superintendent. The responses of superintendents and professors were also scaled by the level of adequacy variable. Hoyt's technique for determining homogeneity reliability was applied resulting in a total instrument reliability of .92 for superintendents and .91 for professors. The F test followed by a t test was used to determine significant differences between compared variables.

Superintendents

Comparison of the mean discrepancy scores of superintendents by areas indicated that superintendents perceived themselves to be most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program.

Size.--Comparison of the mean discrepancy scores of superintendents with respect to size of district indicated superintendents perceived about the same level of adequacy for themselves in each area regardless of the size of school district.



The ranking of areas according to mean discrepancy scores for each of the size classifications indicated superintendents perceived themselves to be most adequate in Area 5, Administration of Business Affairs, and least adequate in Area 3, Administration of the School Program, with one exception: Superintendents in districts of 500-999 students perceived themselves to be least adequate in Administrative Leadership.

Wealth.--Comparison of the mean discrepancy scores by areas indicated superintendents perceived about the same level of adequacy for themselves in each area regardless of the wealth of the school district.

Educational Training.--Comparison of the mean discrepancy scores by areas indicated that regardless of educational training superintendents perceived about the same level of adequacy for themselves in the areas of Administrative Leadership, Personnel Administration, Administration of Pupil Personnel and Administration of Business Affairs. Superintendents possessing only a master's degree perceived themselves to be less adequate in the Administration of the School Program than did superintendents with one or more years' educational training beyond the master's degree.

The ranking of areas according to mean discrepancy scores indicated superintendents with a master's degree perceived themselves to be least adequate in the Administration of the School Program and most adequate in the Administration of Business Affairs.



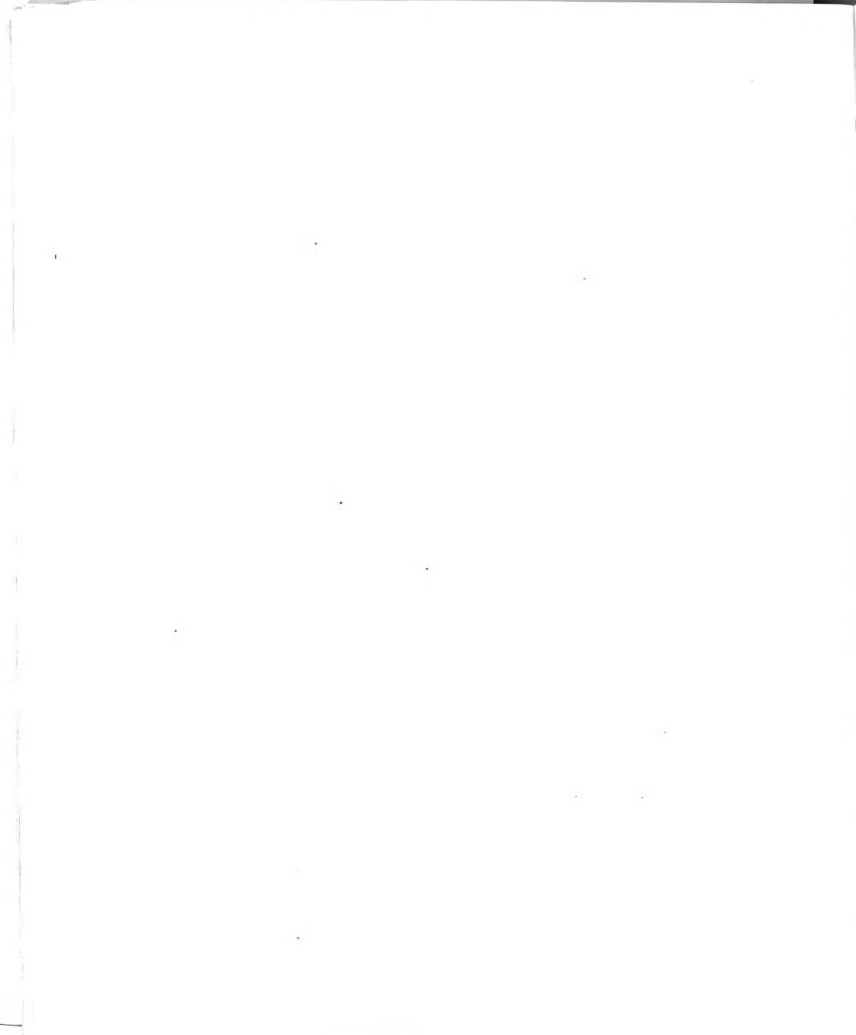
The ranking of areas according to mean discrepancy scores indicated superintendents with one or more years beyond the master's degree perceived themselves to be least adequate in the area of Administrative Leadership and most adequate in Administration of Business Affairs.

Experience.--Comparison of the mean discrepancy scores by areas indicated that, regardless of the amount of experience, superintendents perceived about the same level of adequacy for themselves in each area.

The ranking of areas according to mean discrepancy scores indicated that, regardless of the amount of experience, superintendents perceived themselves to be most adequate in Administration of Business Affairs. Those with 0-5 years' experience perceived themselves to be least adequate in Administrative Leadership. Superintendents with 6-12 years' and 13-22 years' experience perceived themselves to be least adequate in Administration of the School Program. Superintendents with 23 or more years' experience perceived themselves to be least adequate in Administration of Pupil Personnel.

Professors

Comparison of the mean discrepancy scores of professors by areas indicated that professors of educational administration felt superintendents were most adequate in Area 5, Administration of Business Affairs, and least adequate in Area 3, Administration of the School Program.



Superintendents and Professors

Comparison of the mean discrepancy scores by areas for both professors and superintendents indicated that the scores of professors were significantly higher in all areas than the scores of superintendents. Professors, then, perceived a lower level of adequacy in each area for superintendents than did superintendents for themselves.

The ranking of areas according to mean discrepancy scores indicated both superintendents and professors felt that superintendents were most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program.

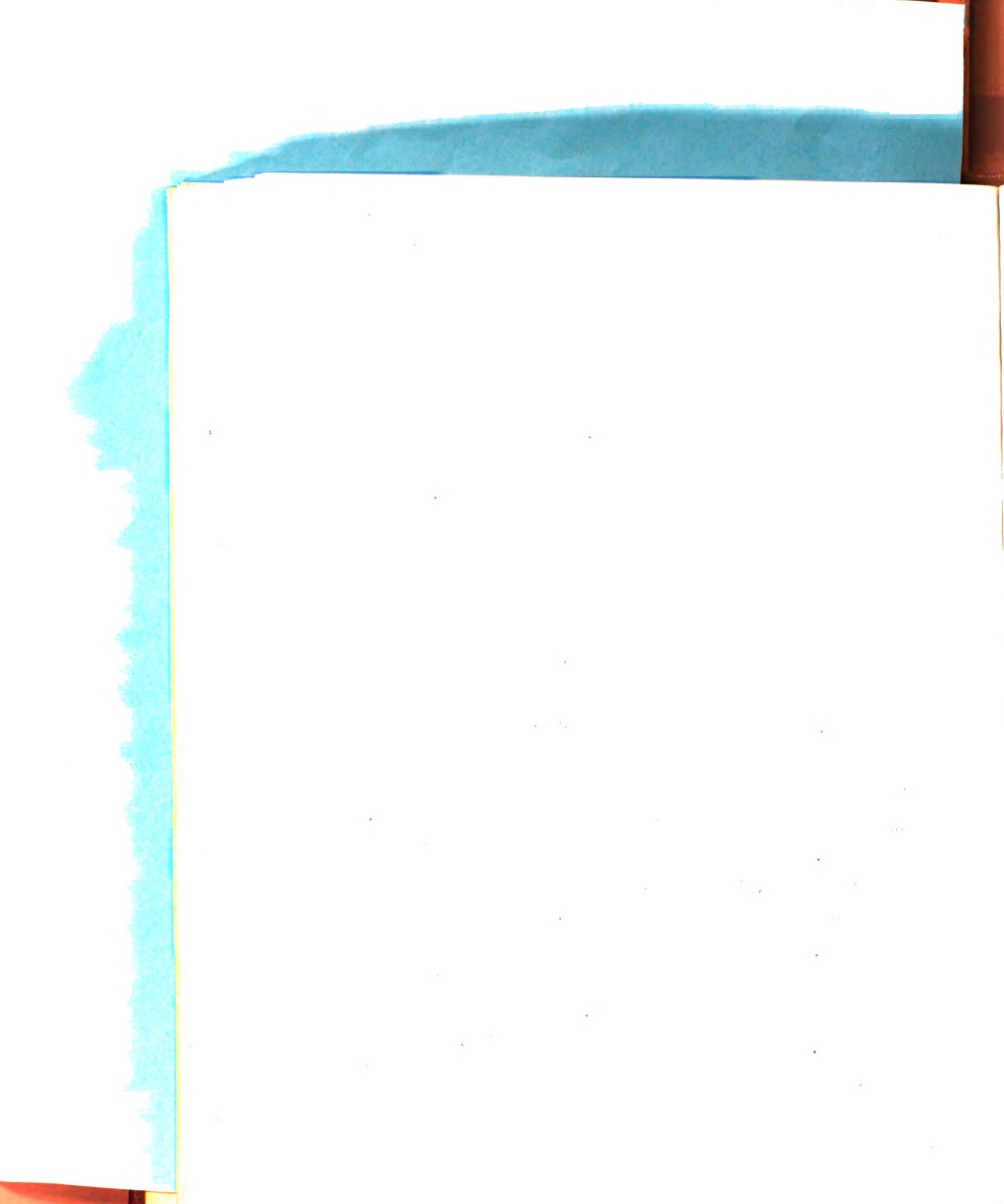
The following hypotheses were generated:

1. Superintendents, in general, tend to feel more adequate in the administration of business affairs and least adequate in the administration of the school program than in other areas of school administration under study.

2. Regardless of the size of school district, superintendents, in general, tend to possess the same level of adequacy in the areas under study.

3. Regardless of the wealth of districts, superintendents, in general, tend to possess the same level of adequacy in the areas under study.

4. Regardless of educational training, superintendents, in general, have about the same level of adequacy in the areas of administrative leadership, personnel administration,



administration of pupil personnel and administration of business affairs.

5. Superintendents with one or more year's educational training beyond the master's degree tend to feel more adequate in administering the school program than do superintendents possessing only a master's degree.

6. Regardless of experience, superintendents, in general, tend to possess the same level of adequacy in the areas under study.

7. Professors of educational administration tend to feel that superintendents are most adequate in the administration of business affairs and least adequate in the administration of the school program.

8. Professors of educational administration tend to feel that superintendents are not as adequate in the areas under study as superintendents feel themselves to be.



CHAPTER IV

ANALYSIS OF SUPERINTENDENTS' AND PROFESSORS' SATISFACTION RESPONSES

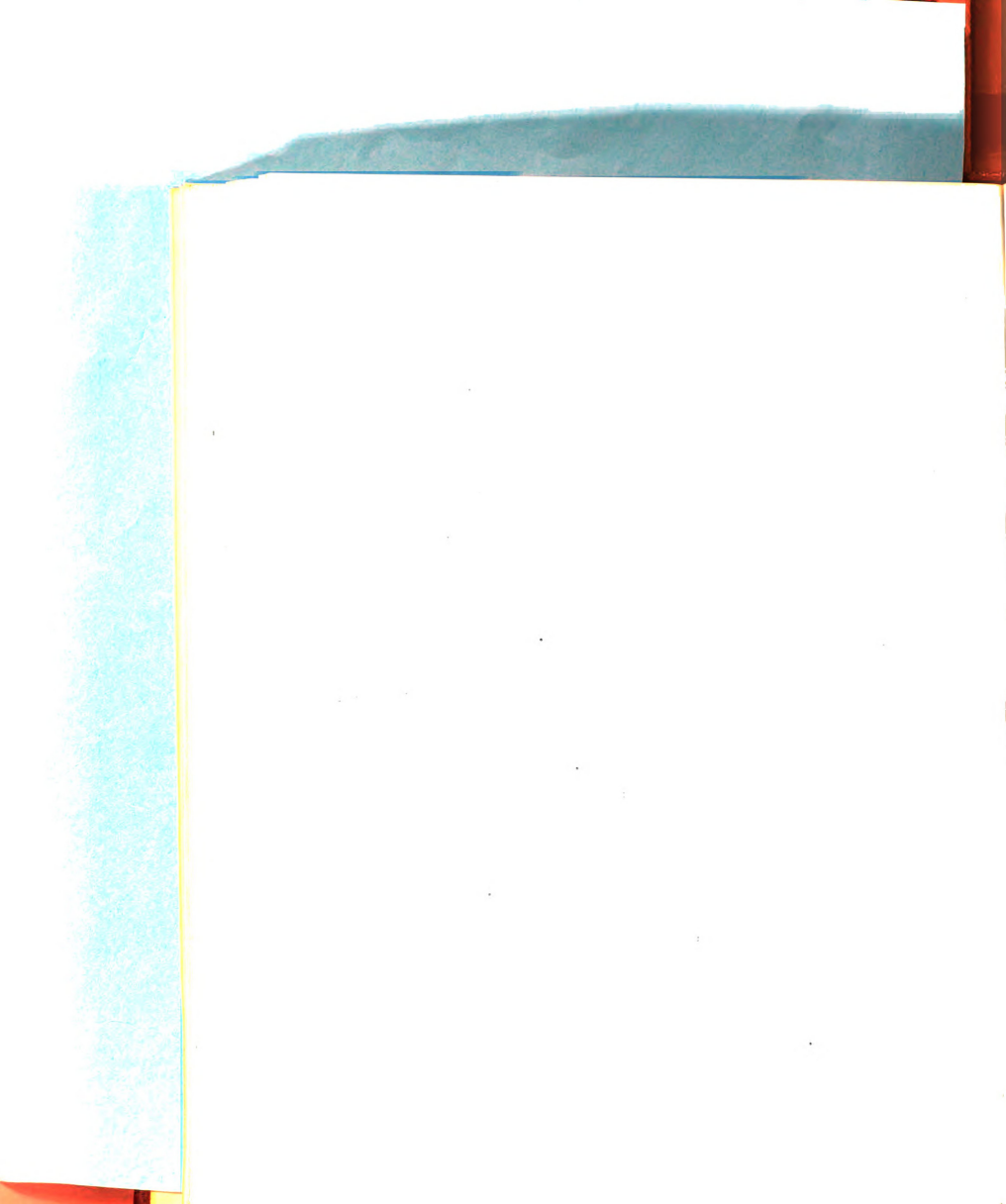
The responses of fifty-five superintendents and fifteen professors of educational administration were classified by the five areas of administrative activity: Administrative Leadership, Personnel Administration, Administration of the School Program, Administration of Pupil Personnel and, Administration of Business Affairs.

The responses of superintendents were further classified by the factors of size of district, wealth of district, educational training of superintendent and experience or number of years as a superintendent.

The responses of superintendents and professors were then classified by the level of satisfaction variable; comparisons were made between the mean discrepancy scores of each area for superintendents and professors.

Superintendents' Satisfaction Responses

The mean satisfaction scores of superintendents for each of the five areas of administrative activity were ranked (Table 18). The mean satisfaction scores represented how satisfied superintendents were with the levels at which



they perceived themselves to be adequate as regards the five areas of administrative activity. In interpreting the mean satisfaction scores, the higher the mean the greater the degree of satisfaction.

Table 18.--Significances of Area Rankings by Mean Satisfaction Scores for Superintendents

Area	4					3	2	1	5
Scale of Means	15	16	17	18	19	20			
Means			16.85				18.29	18.47	19.07 19.49

A t test was run to determine significant differences between areas. A line extending from one area to another indicated no significant differences between these areas. Table 18 thus revealed in terms of extremes that, superintendents were most satisfied with their level of adequacy in Area 5, Administration of Business Affairs and least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel.

Size of District

The mean satisfaction scores of superintendents for each of the five areas of activity were distributed with respect to size of district (Table 19.) Comparison of the mean satisfaction scores for each area was made by use of

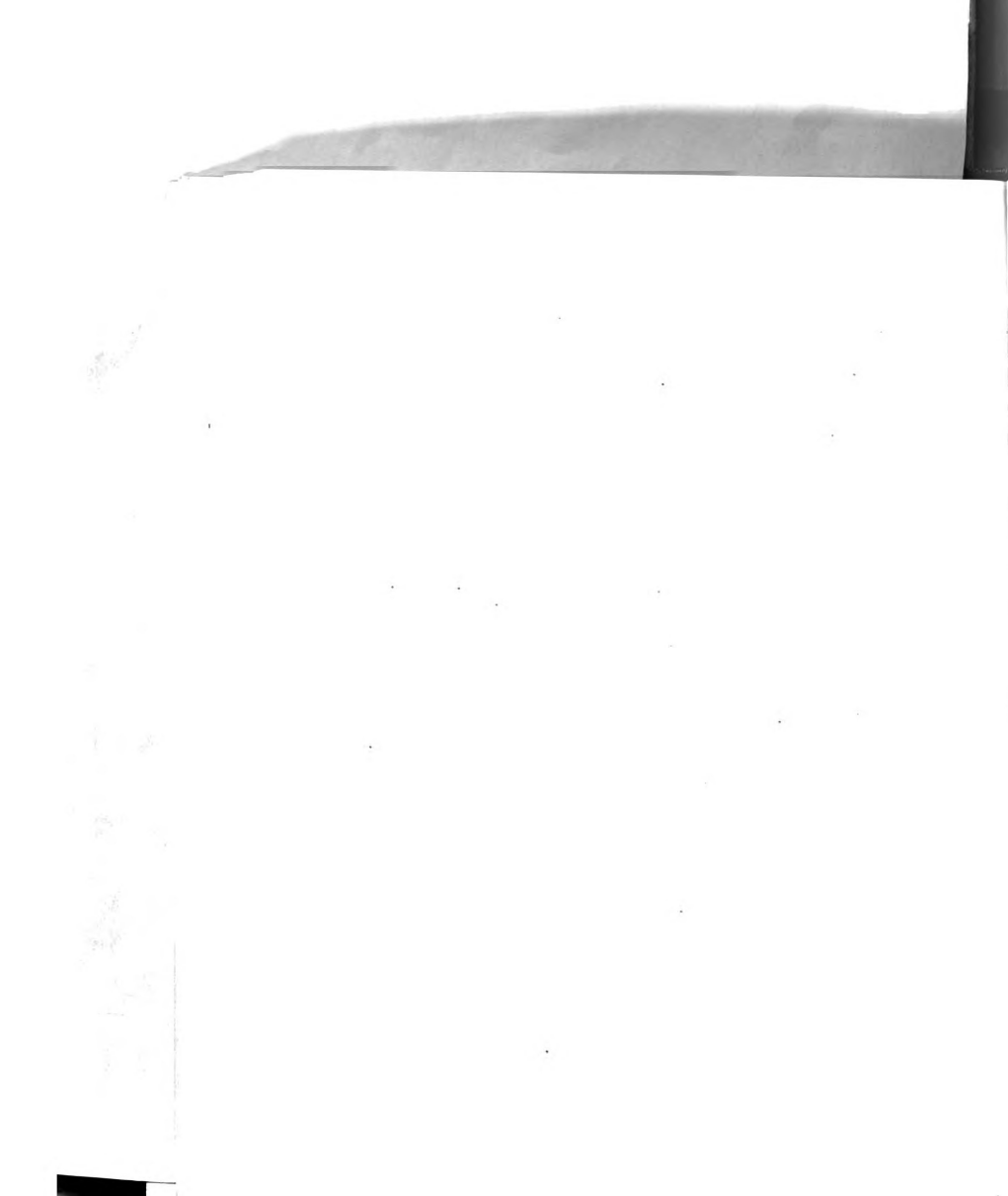


Table 19.--Mean Satisfaction Scores by Areas for Superintendents According to Size of District

Size of District	Area				
	1	2	3	4	5
<- 499	19.21	18.57	18.28	18.64	19.28
500- 999	19.70	18.70	19.05	16.58	19.76
1000-1999	17.08	17.25	16.41	15.25	18.41
2000->	20.00	19.25	19.08	16.75	20.41
F	2.97	N.S.	N.S.	3.50	N.S.

the F test to determine if there were any significant differences in the level of satisfaction among areas. An analysis of the data indicated that significant differences did occur in Area 1, Administrative Leadership and Area 4, Administration of Pupil Personnel. The mean satisfaction scores of superintendents for Area 1 and Area 4 were ranked (Tables 20 and 21). A t test was run to determine where the differences occurred. An examination of the data revealed in terms of extremes that, superintendents in districts of 2000-> students felt a greater degree of satisfaction with their level of adequacy in the leadership aspects of administration and superintendents in districts of 1000-1999 students were least satisfied with their adequacy in this area (Table 20).

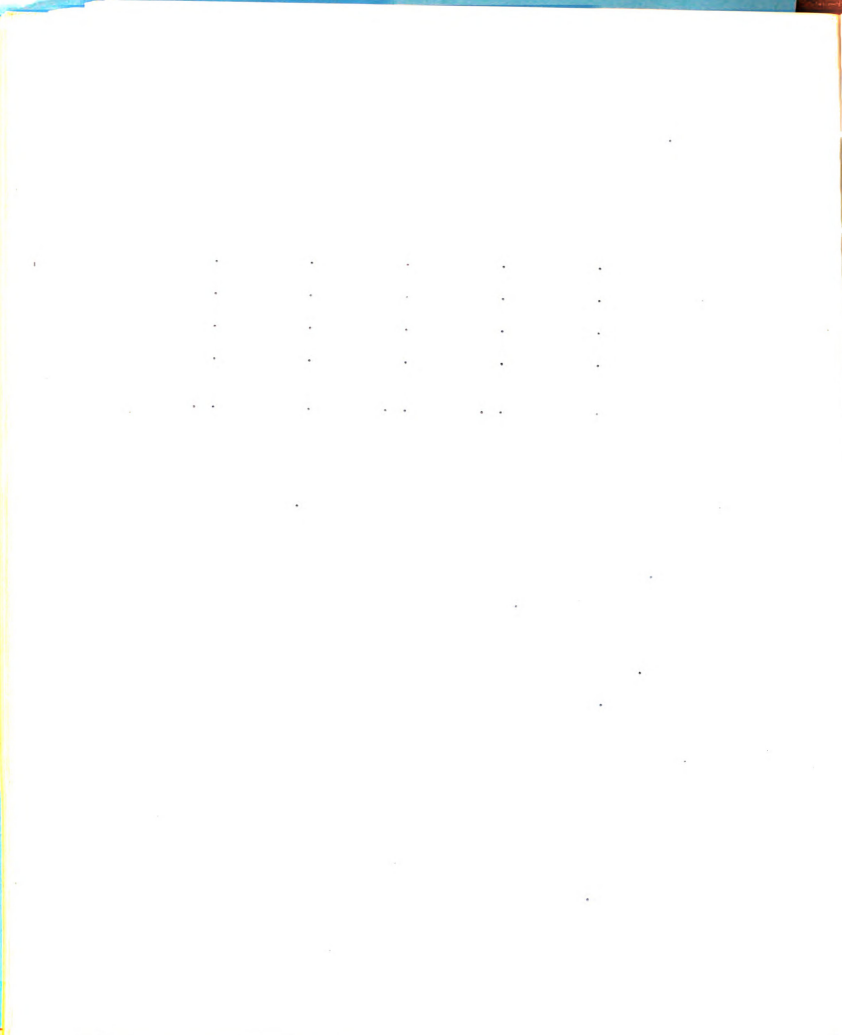
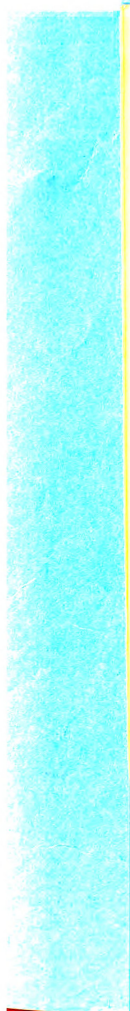


Table 20.--Significances of Area 1 (Administrative Leadership)
Rankings by Mean Satisfaction Scores for Superin-
tendents by Size of District

Size*	C				A	B	D
Scale of Means	15	16	17	18	19	20	
Mean			17.08			20.00	
						19.70	
					19.21		

*A. <-499
B. 500-999

C. 1000-1999
D. 2000->

Superintendents in districts of <-499 students felt a greater degree of satisfaction with their level of adequacy in Area 4, Administration of Pupil Personnel and superintendents in districts of 1000-1999 students felt least satisfied with their adequacy in this area (Table 21).

Table 21.--Significances of Area 4 (Administration of Pupil Personnel) Rankings by Mean Satisfaction Scores for Superintendents by Size of District

Size*	C	B	D	A		
Scale of Means	15	16	17	18	19	20
Mean	15.25	16.75	18.64			
		16.58				

*A. <-499
B. 500 -999

C. 1000-1999
D. 2000->



The five areas of activity were then ranked according to the mean satisfaction scores for each group of superintendents based on size of district (Table 22). A t test was run to determine significant differences between areas. An analysis of Table 22 indicated in terms of extremes that, regardless of the size of districts, superintendents felt a greater degree of satisfaction with their level of adequacy in Area 5, Administration of Business Affairs and in districts with 500 or more students superintendents felt least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel. In districts with < 499 students, superintendents were least satisfied in Area 3, Administration of the School Program.

Wealth of District

The mean satisfaction scores of superintendents for each of the five areas of activity were distributed with respect to wealth of district (Table 23). Comparisons of the mean satisfaction scores for each area were made by use of the F test to determine if there were any significant differences among areas. There were no significant differences and superintendents perceived the same level of satisfaction for themselves in each area regardless of the wealth of district.

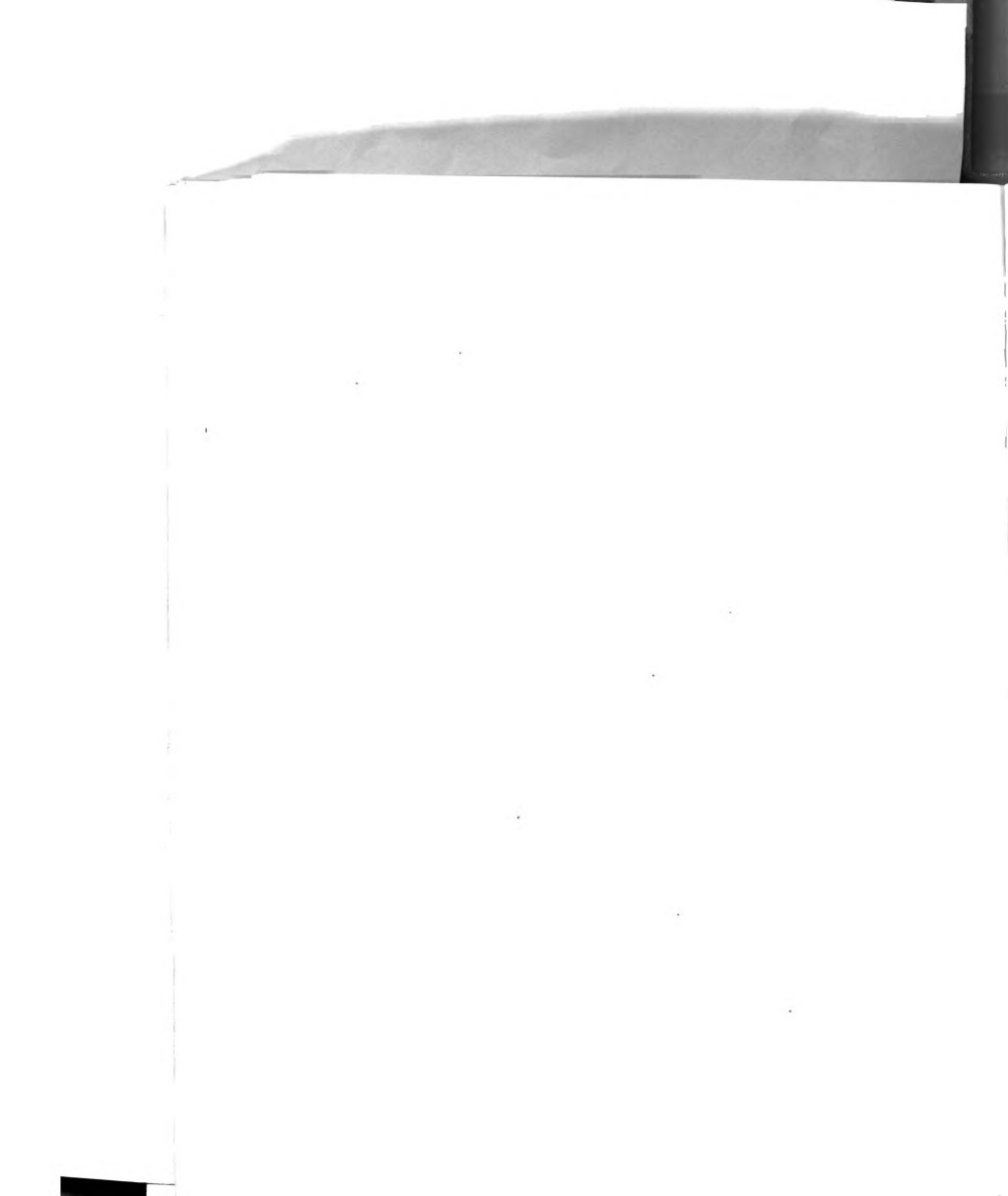


Table 22.--Significances of Area Rankings by Mean Satisfaction Scores for Superintendents by Size of District

<-499 Students						
Area	<u>3 24 15</u>					
Scale of Means	16	17	18	19	20	
Means			18.28	18.64	19.28	
			18.57	19.21		
500-999 Students						
Area	<u>4 2 3 15</u>					
Scale of Means	16	17	18	19	20	
Means	16.58			19.05	19.76	
			18.70	19.70		
1000-1999 Students						
Area	<u>4 3 1 2 5</u>					
Scale of Means	15	16	17	18	19	20
Means	15.25	16.41	17.25	18.41		
			17.08			
2000-> Students						
Area	<u>4 32 1 5</u>					
Scale of Means	16	17	18	19	20	
Means	16.75			19.25	20.41	
				19.08	20.00	

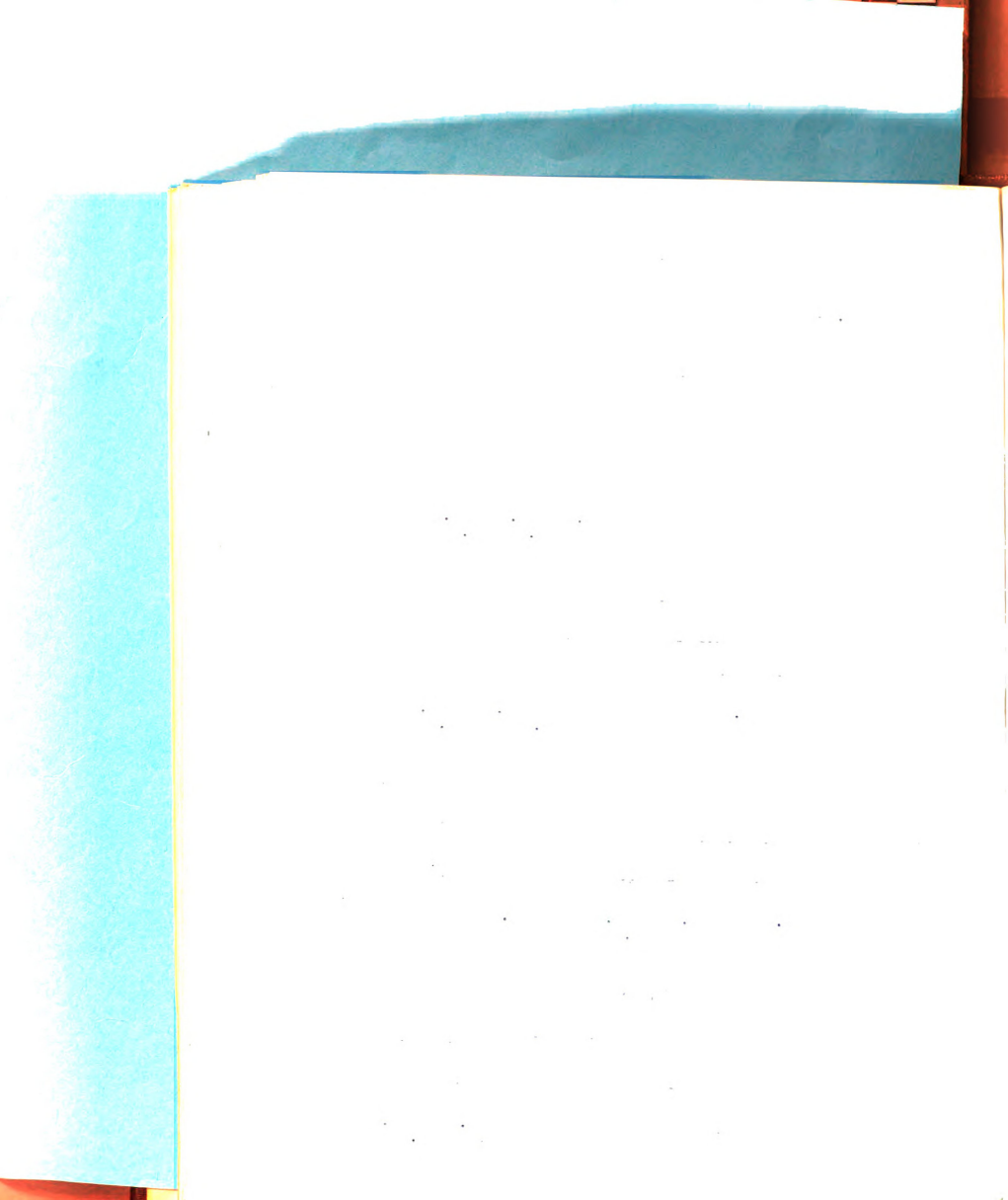


Table 23.--Mean Satisfaction Scores by Areas for Superintendents by Wealth of District

Wealth of District	Area				
	1	2	3	4	5
< - 7000	19.10	18.52	18.57	16.36	19.31
7100-10000	19.18	18.68	18.06	17.75	20.75
10100-15000	18.76	17.92	17.53	16.00	18.30
15100- >	19.28	18.85	19.42	17.71	19.28
F	N.S.	N.S.	N.S.	N.S.	N.S.

The five areas of activity were ranked according to the mean satisfaction scores for each group of superintendents by wealth of district (Table 24). A t test was run to determine significant differences between areas. An analysis of Table 24 indicated in terms of extremes that, regardless of the wealth of districts, superintendents felt least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel. In districts with <-\$7000 and \$7100-\$10000 per resident pupil superintendents felt a greater degree of satisfaction with their level of adequacy in Area 5, Administration of Business Affairs. Superintendents in districts with \$10100-\$15000 per resident pupil felt a greater degree of satisfaction with their level of adequacy in Area 1, Administrative Leadership. In districts with \$15100 or more per resident pupil greatest satisfaction was in Area 3, Administration of the School Program.

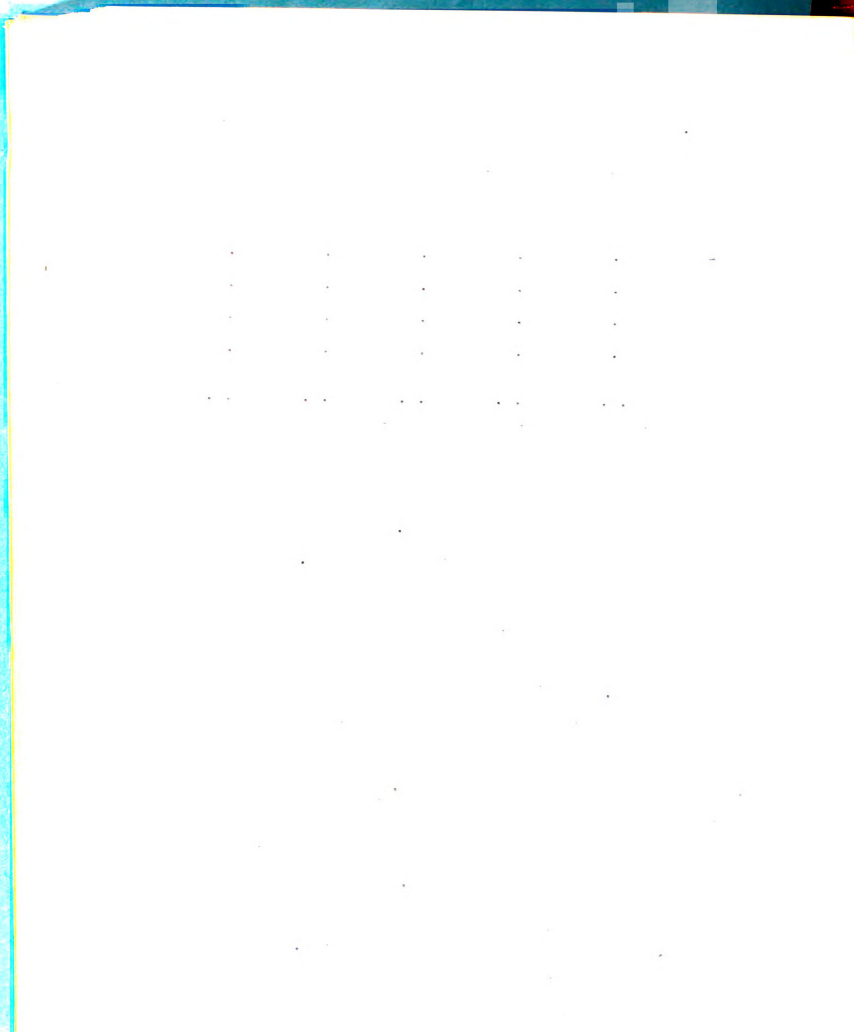
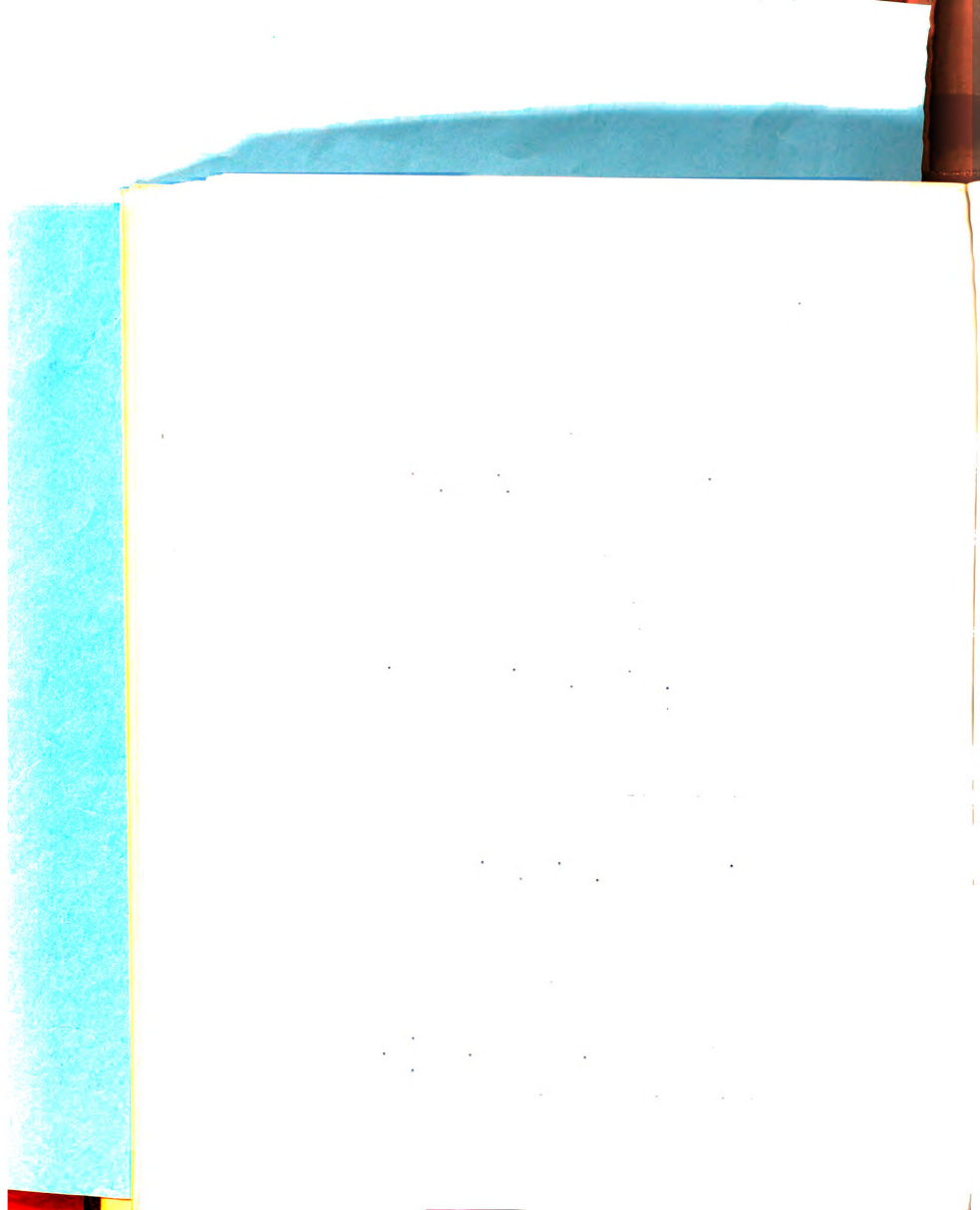


Table 24.--Mean Satisfaction Scores by Areas for Superintendents According to Wealth of District

<-\$7000					
Area	4	23		1	5
Scale of Means	16	17	18	19	20
Means	16.34		18.57 18.52	19.31 19.10	
\$7100-\$10000					
Area	4	3	2	1	5
Scale of Means	17	18	19	20	21
Means		18.06 17.75	18.68	19.18	20.75
\$10100-\$15000					
Area	4	3	2	5	1
Scale of Means	16	17	18	19	20
Means	16.00		17.92 17.53	18.76 18.30	
\$15100->					
Area	4	2	1	5	3
Scale of Means	16	17	18	19	20
Means		17.71	18.85	19.28 19.42 19.28	



Educational Training

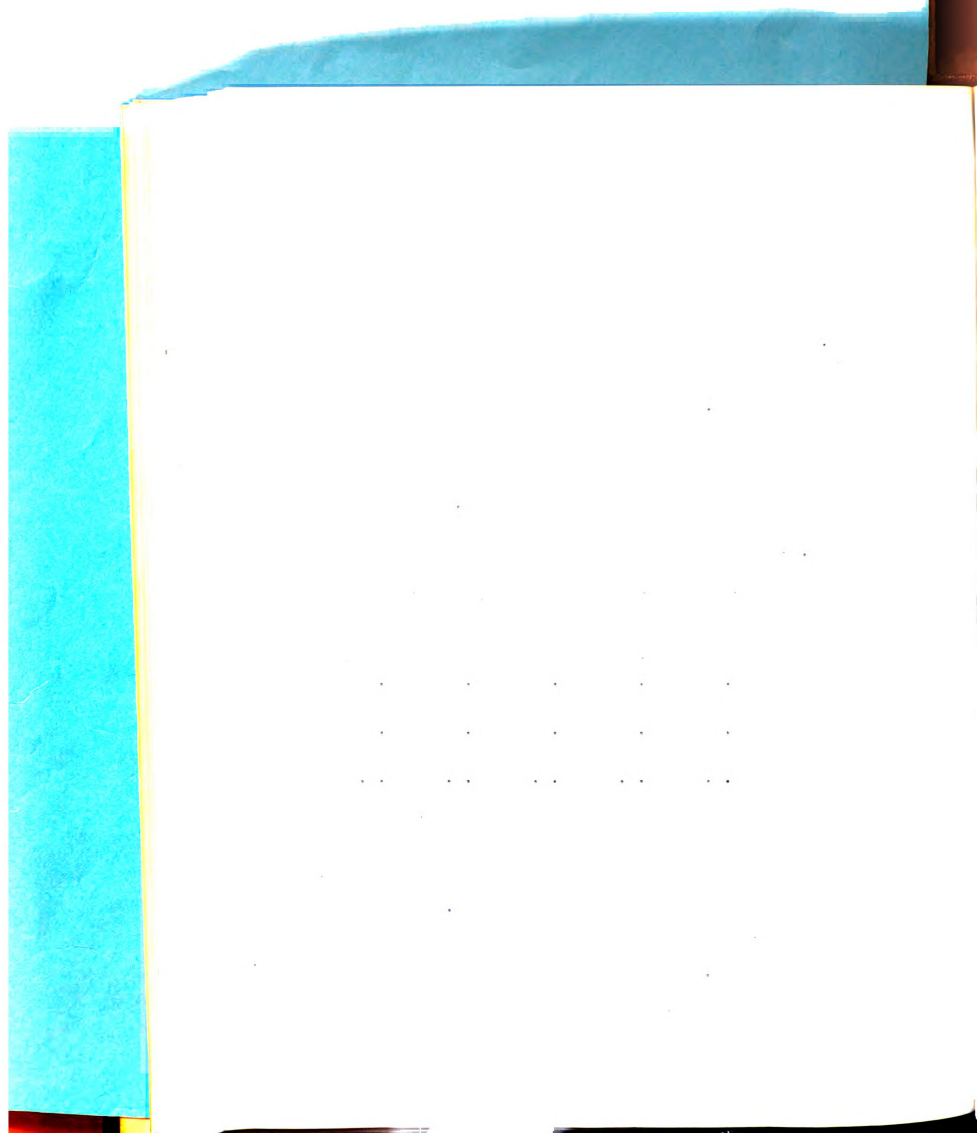
Comparisons were made of the mean satisfaction scores between superintendents possessing a master's degree and superintendents with one or more years beyond the master's degree. A t test was used to determine if there were significant differences between the means of the five areas for the two groups.

Educational training did not affect the level of satisfaction as there were no significant differences between the means of the two groups (Table 25).

Table 25.--Mean Satisfaction Scores by Areas for Superintendents by Educational Training

Educational Training	Area				
	1	2	3	4	5
Master's	18.75	18.31	18.02	16.68	19.26
One or more years beyond master's	20.00	19.15	19.46	17.38	20.15
t	N.S.	N.S.	N.S.	N.S.	N.S.

The five areas of activity were ranked according to the mean satisfaction scores for each group of superintendents based on educational training (Table 26). A t test was run to determine significant differences between areas for the two groups. An analysis of Table 26 revealed in terms of extremes that, regardless of educational training,



Superintendents were most satisfied with their level of adequacy in Area 5, Administration of Business Affairs and least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel.

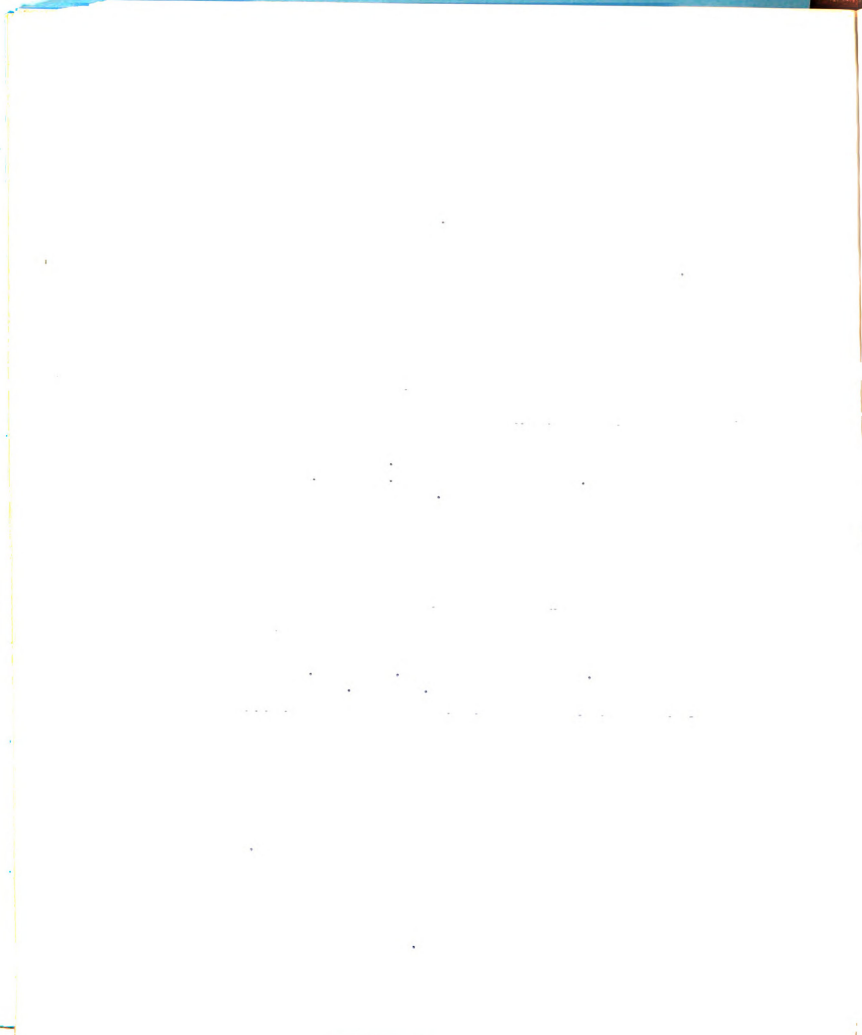
Table 26.--Significances of Area Rankings by Mean Satisfaction Scores for Superintendents Based on Educational Training

Area	Master's Degree				
	4	3	2 1	5	
Scale of Means	16	17	18	19	20
Means	16.68	18.02	18.31	18.31	19.26

Area	One or More Years Beyond Master's Degree				
	4	2	3	1	5
Scale of Means	17	18	19	20	21
Means	17.38	19.15	19.46	20.00	20.15

Experience as Superintendent

The mean satisfaction scores of superintendents for each of the five areas of activity were distributed with respect to experience as a superintendent (Table 27). A comparison of the mean satisfaction scores for each area was made by use of the F test to determine if there were significant differences among areas. An analysis of the



data indicated that significant differences occurred only in Area 4, Administration of Pupil Personnel. A t test was run to determine where the differences occurred.

Table 27.--Mean Satisfaction Scores by Areas for Superintendents According to Experience

Experience	Area				
	1	2	3	4	5
< - 5	18.60	17.86	18.13	16.73	18.86
6-12	19.60	19.80	19.26	18.20	19.46
13-22	19.00	17.91	17.33	15.66	20.16
23->	19.07	18.15	18.23	16.61	19.61
F	N.S.	N.S.	N.S.	3.598	N.S.

An examination of the t test results revealed in terms of extremes that, superintendents with 6-12 years experience were more satisfied than other superintendents with their level of adequacy in Area 4, Administration of Pupil Personnel, and superintendents with 13-22 years experience were least satisfied (Table 28).

The five areas of administrative activity were ranked according to the mean satisfaction scores for each group of superintendents by experience (Table 29). A t test was run to determine significant differences between areas. An analysis

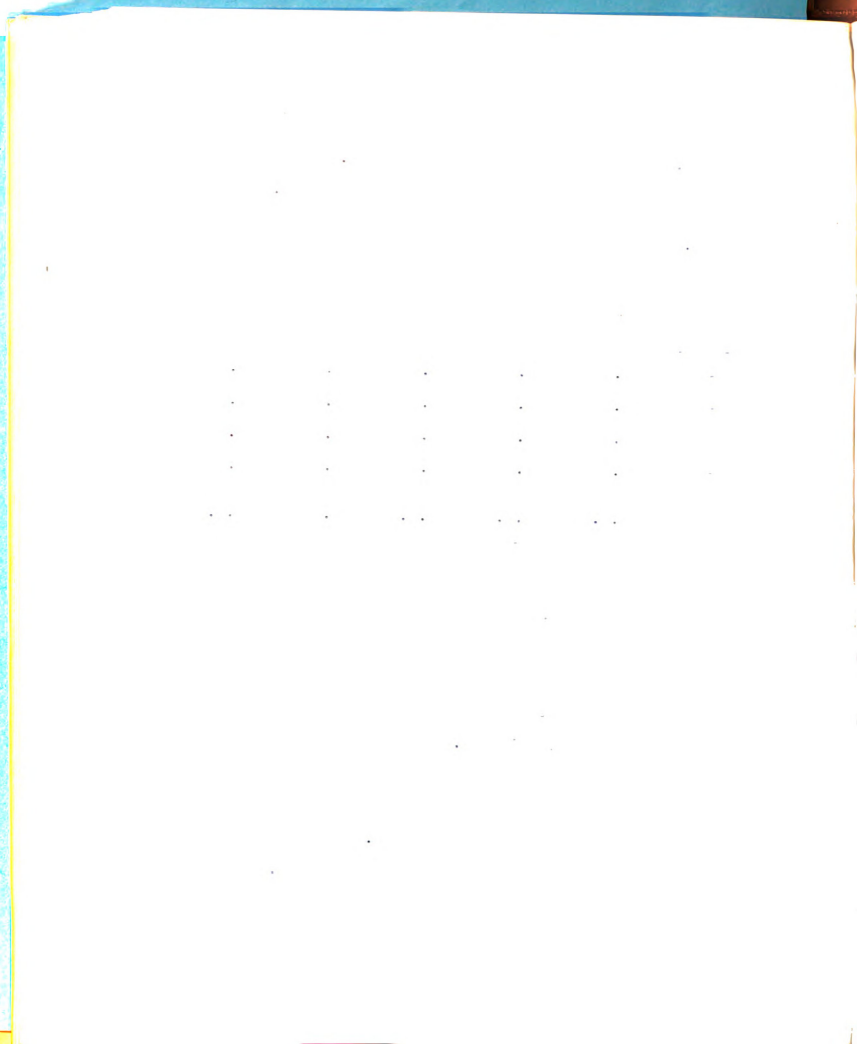


Table 28.--Significances of Area 4 (Administration of Pupil Personnel) Rankings by Mean Satisfaction Scores for Superintendents by Experience

Experience*	C		DA	B	
Scale of Means	15	16	17	18	19 20
Means	15.66	16.73	16.61	18.20	

*A. <- 5 years
B. 6 -12 years

C. 13-22 years
D. 23-> years

of Table 29 indicated in terms of extremes that superintendents with twelve years experience and under had about the same degree of satisfaction with their level of adequacy in all areas. Superintendents with thirteen or more years experience were more satisfied with their level of adequacy in Area 5, Administration of Business Affairs and least satisfied in Area 4, Administration of Pupil Personnel.

Professors' Satisfaction Responses

An F test was performed to determine if there were significant differences in the means among the five areas of administrative activity for the professors. No significant differences occurred which indicated that professors perceived about the same level of satisfaction for all five areas of activity (Table 30).

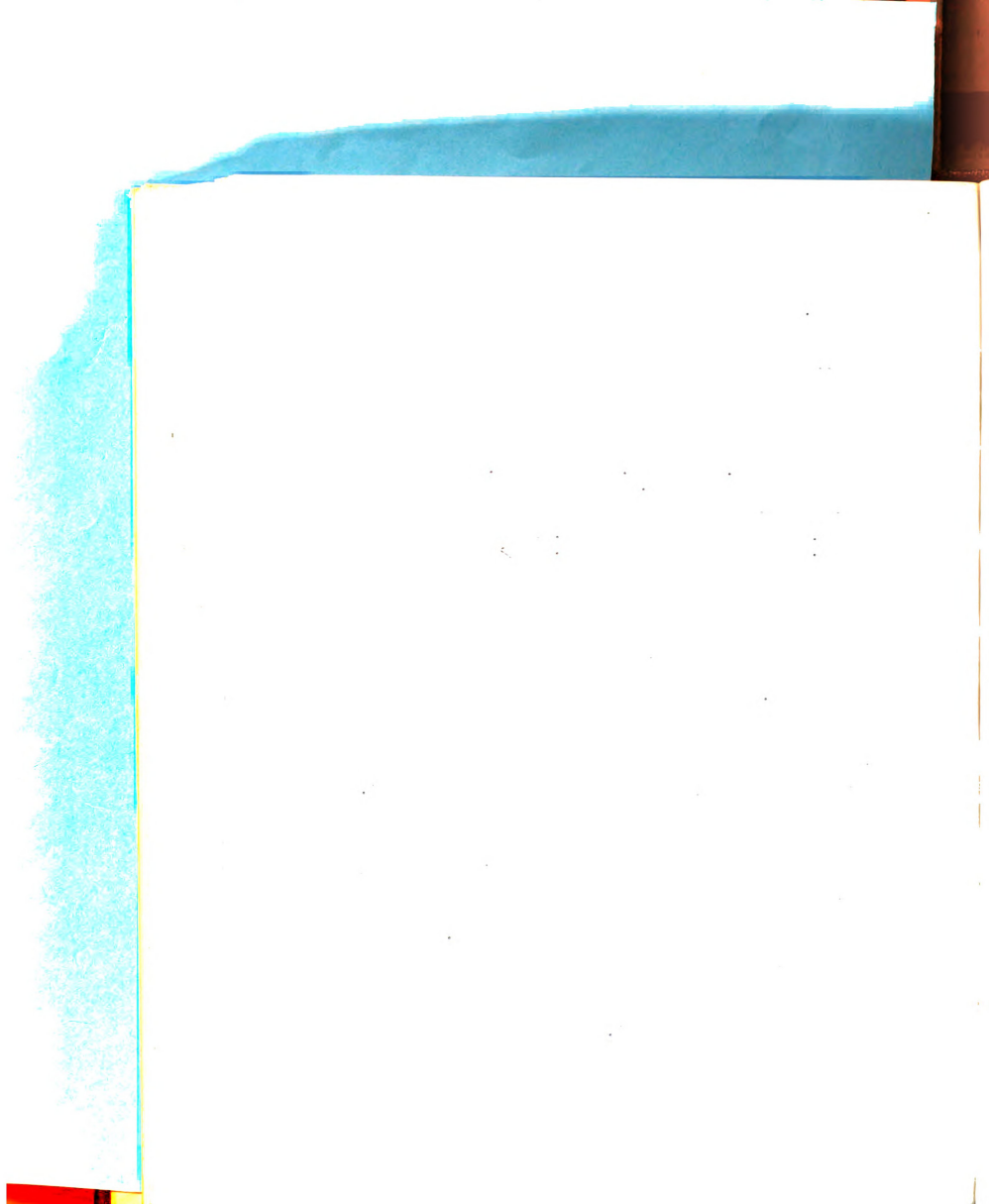


Table 29.--Significances of Area Rankings by Mean Satisfaction Scores for Superintendents by Experience

<-5 years					
Area	<u>4 2 3 1 5</u>				
Scale of Means	16	17	18	19	20
Means	16.73		17.86	18.13 18.86 18.60	
6-12 years					
Area	<u> 4 3 5 1 2</u>				
Scale of Means	16	17	18	19	20
Means			18.20	19.26 19.46 19.60 19.80	
13-22 years					
Area	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	5
Scale of Means	16	17	18	19	20
Means	15.66	17.33	17.91	19.00	20.16
23-> years					
Area	<u>4</u>	<u>23</u>		<u>1</u>	<u>5</u>
Scale of Means	16	17	18	19	20
Means	16.61		18.15 18.23	19.07	19.61

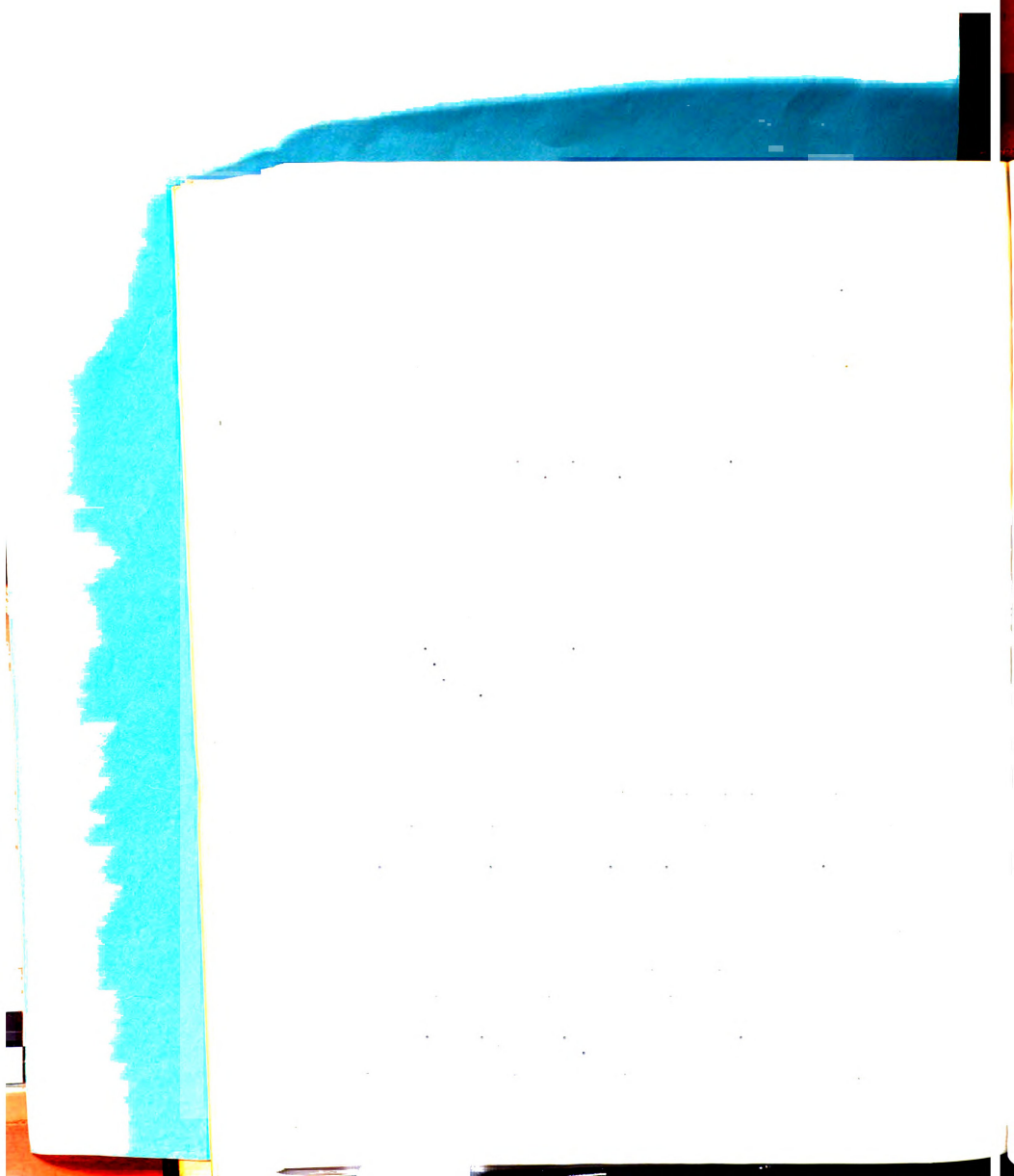


Table 30.--Significances of Area Rankings by Mean Satisfaction Scores for Professors

Area	3	1	2	4	5
Scale of Means	13	14	15	16	17
Means	13.40	14.80	16.86		
	13.06			16.66	

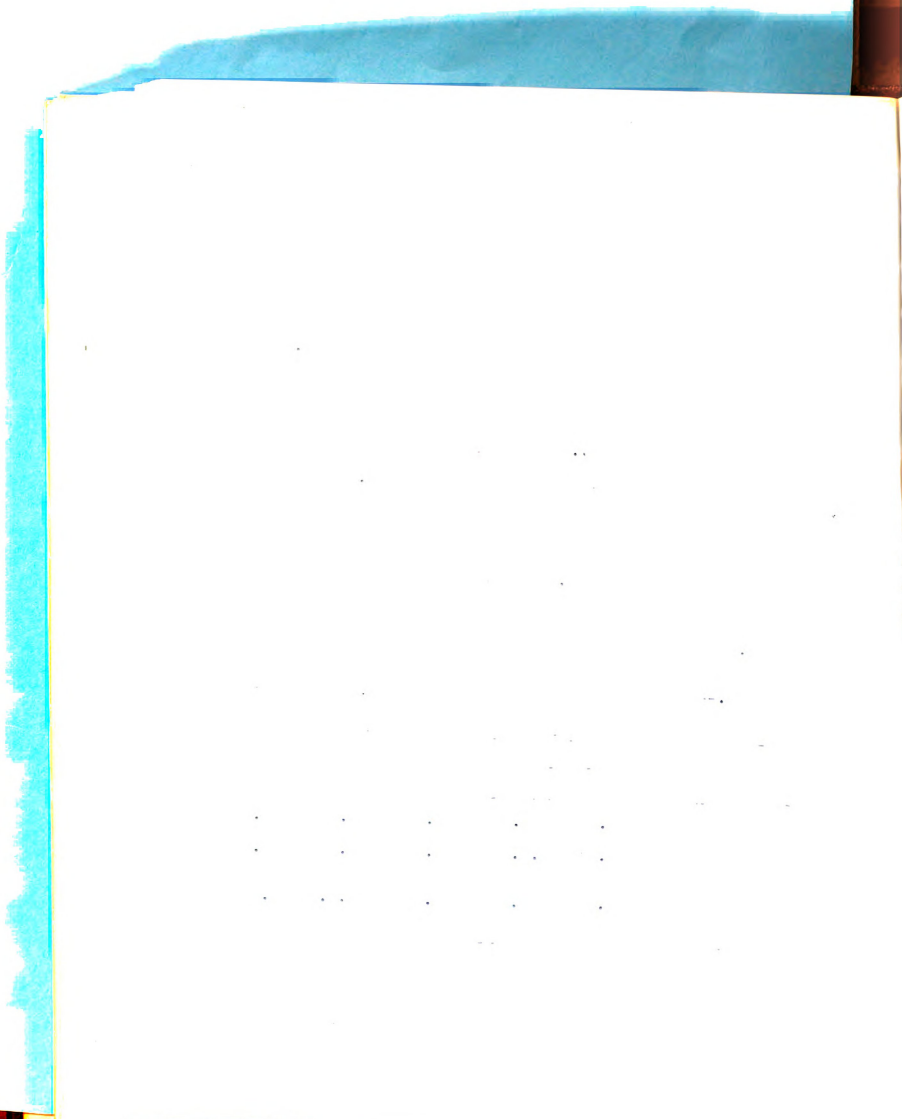


Comparison of Satisfaction Responses Between Superintendents and Professors

Comparisons were made between the mean satisfaction scores of each area for superintendents and professors by using the t test to determine significant differences. An analysis of the data indicated the mean satisfaction scores of superintendents were higher in every area than the scores of professors (Table 31). However, significant differences occurred in Areas 1, 2, 3, 5 and not in Area 4. Superintendents appeared to have a greater degree of satisfaction with their perceived level of adequacy in Areas 1, 2, 3 and 5 than did the professors. There was no significant difference in the degree of satisfaction between both groups in Area 4.

Table 31.--Mean Satisfaction Scores by Areas for Superintendents and Professors

	Area				
	1	2	3	4	5
Superintendents	19.07	18.47	18.29	16.85	19.49
Professors	13.40	14.80	13.06	16.66	16.86
t	11.224	8.111	10.345	N.S.	2.727



Summary

The level of satisfaction responses of superintendents and professors were classified by the five areas of administrative activity and the responses of superintendents were further classified by the factors of size and wealth of district, educational training and experiences of the superintendent.

Superintendents

Comparison of the mean satisfaction scores of superintendents by areas indicated that superintendents were most satisfied with their level of adequacy in Area 5, Administration of Business Affairs and least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel.

Size.--Comparison of the mean satisfaction scores of superintendents with respect to size of district indicated that significant differences in the level of satisfaction occurred in Area 1, Administrative Leadership and Area 4, Administration of Pupil Personnel.

The ranking of areas according to mean satisfaction scores for each of the size classifications indicated in terms of extremes that, regardless of size of district, superintendents felt a greater degree of satisfaction with their level of adequacy in Area 5, Administration of Business Affairs and in districts with 500 or more students,

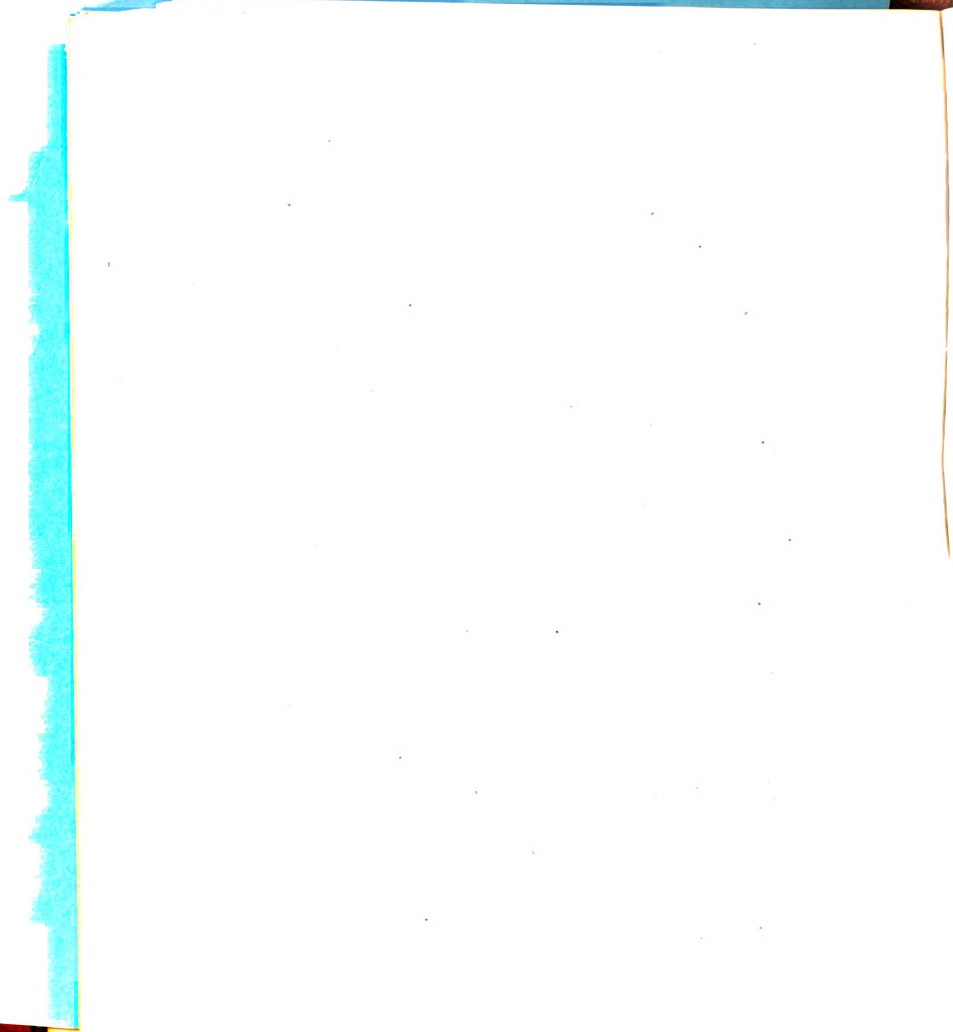


superintendents felt least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel. In districts with <-499 students superintendents were least satisfied in Area 3, Administration of the School Program.

Wealth.--Regardless of wealth of district, superintendents felt least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel. In districts of <-\$7000 and \$7000-\$10000 per resident pupil superintendents felt a greater degree of satisfaction with their level of adequacy in Area 5, Administration of Business Affairs. In districts of \$10100-\$15000 per resident pupil superintendents felt a greater degree of satisfaction with their level of adequacy in Area 1, Administrative Leadership. In districts of \$15100-> per resident pupil greatest satisfaction was in Area 3, Administration of the School Program.

Educational Training.--Regardless of educational training, superintendents were most satisfied with their level of adequacy in Area 5, Administration of Business Affairs and least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel.

Experience as Superintendent.--Comparison on the mean satisfaction scores of superintendents with respect to experience as superintendents indicated significant differences in the level of satisfaction occurred only in Area 4, Administration of Pupil Personnel. Superintendents



with 6-12 years experience were more satisfied than other superintendents with their level of adequacy in Area 4 and superintendents with 13-22 years experience were least satisfied. An examination of superintendents' responses in each of the four classifications of experience indicated that superintendents with <-5 years and 6-12 years experience had about the same degree of satisfaction with their level of adequacy in all areas and superintendents with 13-22 years and 23-> years experience were more satisfied with their level of adequacy in Area 5, Administration of Business Affairs and least satisfied in Area 4, Administration of Pupil Personnel.

Professors

Professors of educational administration perceived about the same level of satisfaction with the adequacy of superintendents in all five areas of administrative activity.

Superintendents and Professors

Superintendents were more satisfied with their level of adequacy with respect to the administrative activities than were the professors of educational administration.

The following hypotheses were generated from the data:

1. Superintendents, in general, tend to feel most satisfied with their level of adequacy of the administration of business affairs and least satisfied with their level of



adequacy in the administration of pupil personnel.

2. Regardless of size of district, superintendents, in general, are most satisfied with their level of adequacy in the administration of business affairs and least satisfied with their level of adequacy in the administration of pupil personnel.

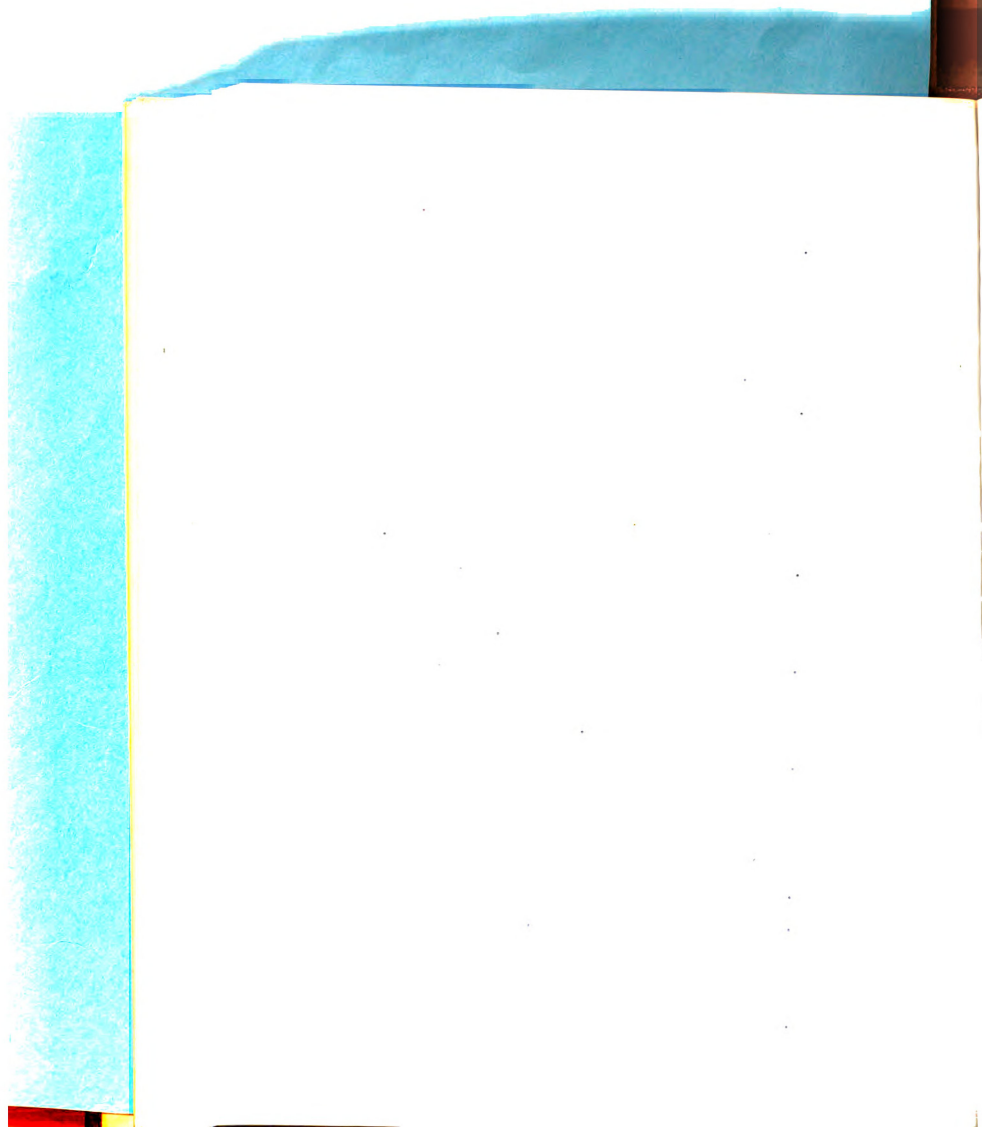
3. Superintendents in districts with $< - \$7000$ state equalized valuation behind each student tend to be most satisfied with their level of adequacy in the administration of business affairs and least satisfied with their level of adequacy in the administration of pupil personnel.

4. Regardless of wealth of district, superintendents tend to feel least satisfied with their level of adequacy in the administration of pupil personnel.

5. Regardless of educational training, superintendents tend to perceive the same level of satisfaction for themselves in each area under study.

6. Regardless of educational training, superintendents tend to feel most satisfied with their level of adequacy in the administration of business affairs and least satisfied with their level of adequacy in the administration of pupil personnel.

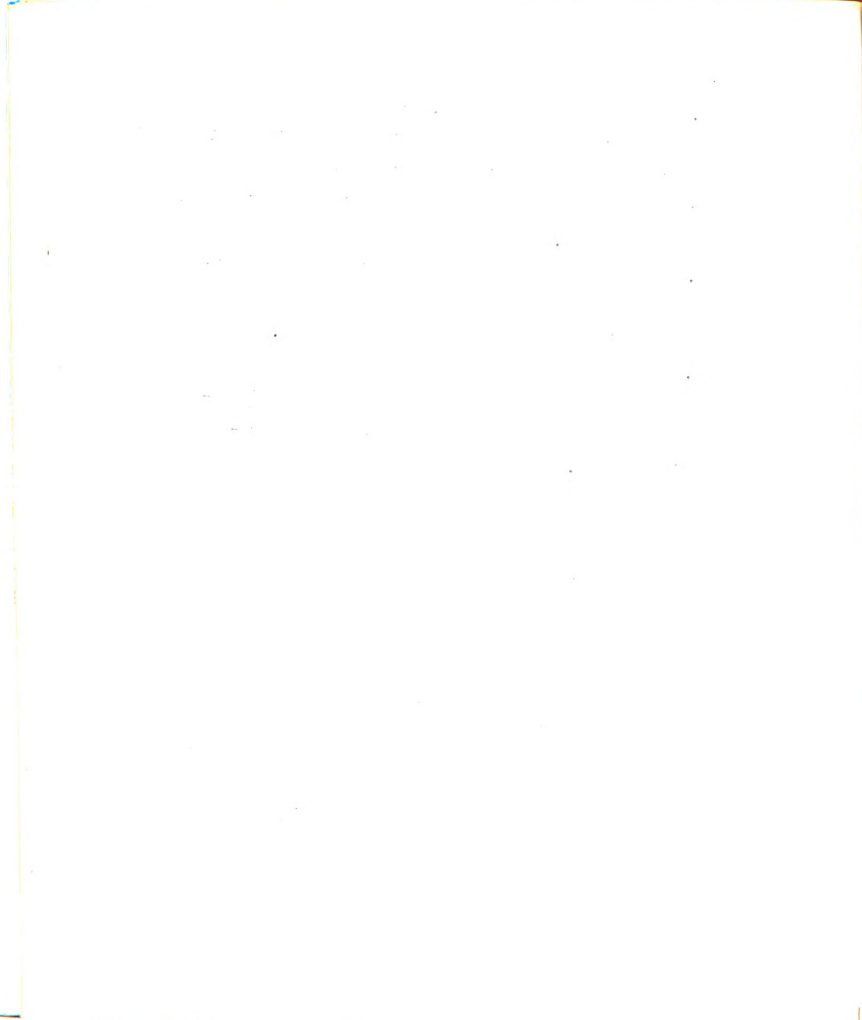
7. Regardless of experience, superintendents tend to perceive the same level of satisfaction for themselves in each area under study except Area 4, Administration of Pupil Personnel.

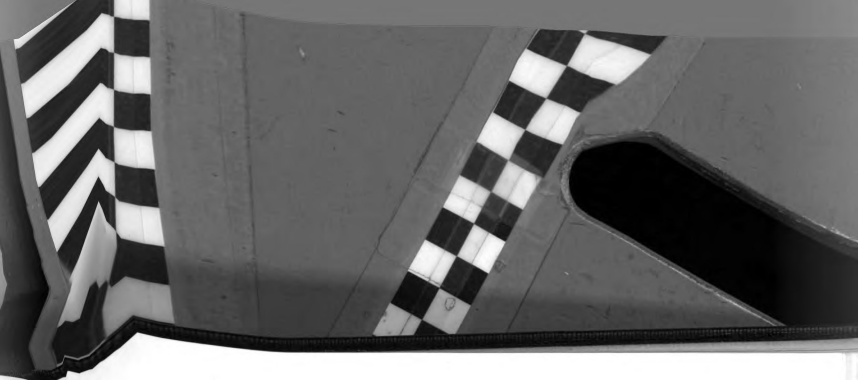


8. Regardless of experience, superintendents tend to perceive themselves to be most satisfied with their level of adequacy in the administration of business affairs and least satisfied with their level of adequacy in the administration of pupil personnel.

9. Professors of educational administration perceive about the same level of satisfaction with respect to the adequacy of superintendents in the areas under study.

10. Public school superintendents are more satisfied with their level of adequacy with respect to the administrative activities under study than are professors of educational administration.





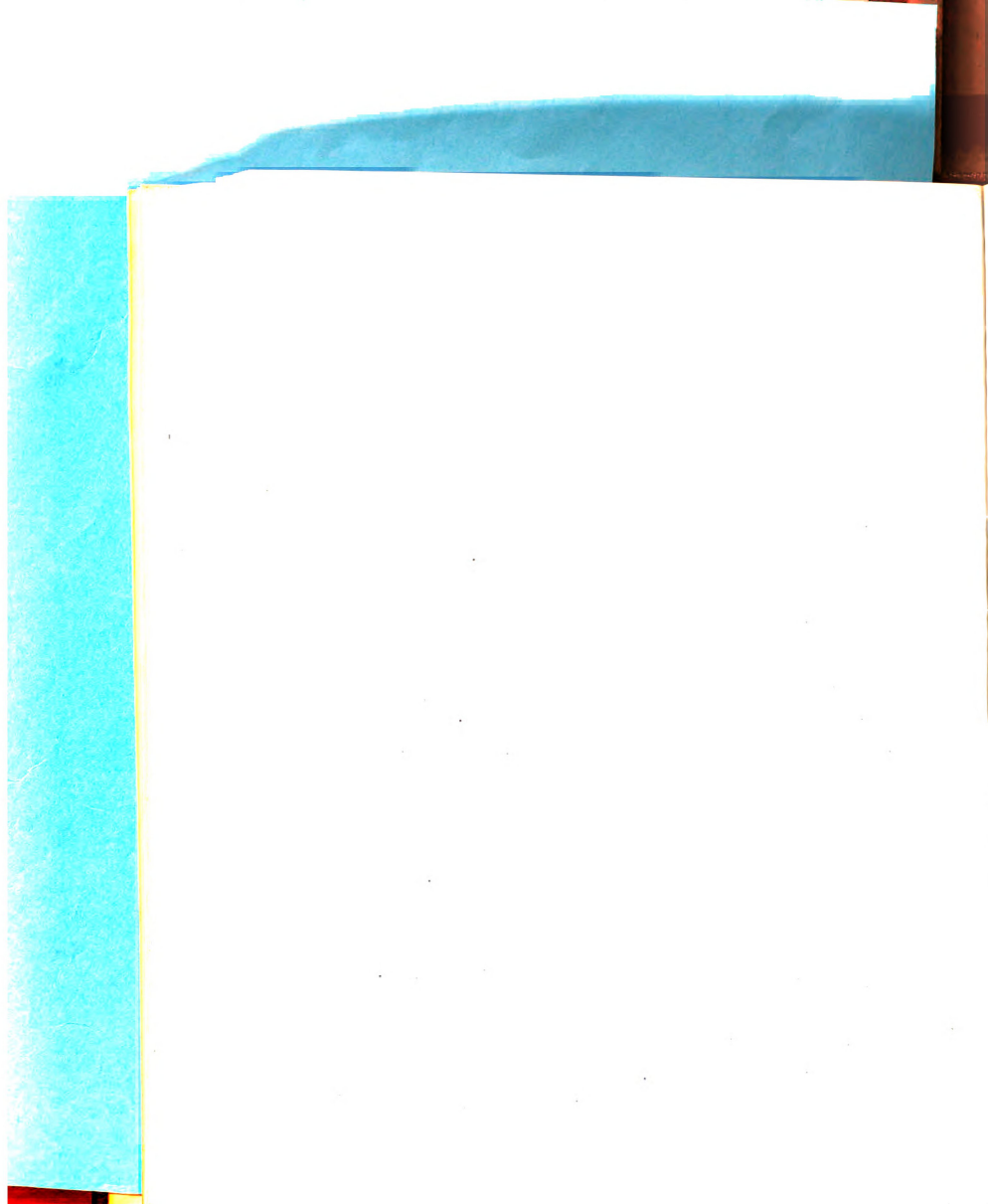
CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

It was the purpose of this study to determine relationships between levels of adequacy of superintendents pertaining to important aspects of their job. Its specific purpose was to present the levels of adequacy and levels of satisfaction reported by selected public school superintendents and professors of educational administration, and to determine relationships between levels of adequacy and satisfaction so that hypotheses may be formed. It was the intent of this study that the hypotheses, so formed, would be potentially useful in re-examination and improvement of college and university programs designed to prepare graduate students for public school administration and to improve performance of experienced school administrators.

An instrument was constructed for the purpose of collecting data from selected public school superintendents and selected professors of educational administration. A committee of experts selected twenty-five administrative activities associated with the public school superintendency for use in the instrument. The instrument was pretested in a pilot study and mailed to sixty-six superintendents in



districts with grades kindergarten through twelve. Fifty-five or eighty-three per cent of the instruments were returned resulting in slightly over the ten per cent sample desired for the study.

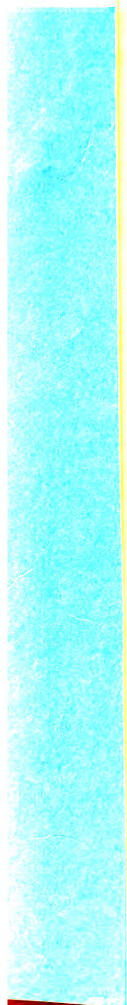
Data-gathering instruments were mailed to eight professors of educational administration in three Michigan universities and were delivered personally to seven professors in one other university in Michigan. All fifteen or one hundred per cent of the instruments were returned by the professors.

The data were analyzed as follows:

1. Hoyt's Technique for determining homogeneity was applied and the total instrument was found to be reliable.
2. The F test was applied to determine significant differences of the mean discrepancy scores for all areas according to size of district, wealth of district, and experience of superintendents.
3. The t test was applied to determine significant differences in the mean discrepancy scores.
4. Hypotheses were generated from the data.

General Conclusions

A prime purpose of exploratory studies is to recommend certain activities and operations which emerge from within the study. In order to arrive at this objective for this exploratory analysis it is necessary to consolidate and describe the general conclusions resulting from the



investigations of this study.

The data can be summarized by presenting information relative to the five areas of administrative activities in which public school superintendents and professors of educational administration reported levels of adequacy and satisfaction.

Adequacy

Superintendents in General.--Superintendents in general feel most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program.

Size of District.--Superintendents have about the same level of adequacy in each of the five areas of administrative activity regardless of the size of district.

When the five areas of administrative activity are ranked within each group of superintendents with respect to the size of district, superintendents feel most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program, regardless of the size of district, with the exception that superintendents in districts with 500-999 pupils feel least adequate in Area 1, Administrative Leadership.

Wealth of District.--Superintendents have about the same level of adequacy in each of the five areas of administrative activity regardless of the wealth of district.

When the five areas of administrative activity are



ranked within each group of superintendents with respect to wealth of district, superintendents feel most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program, regardless of the wealth of district, with the exception of districts with \$15100 or more per pupil also feel least adequate in Area 1, Administrative Leadership.

Educational Training.--Superintendents have the same level of adequacy in each of the five areas of administrative activity, regardless of educational training, with the exception that superintendents with one or more years beyond the master's degree feel more adequate in Area 3, Administration of the School Program, than do superintendents possessing only a master's degree.

When the five areas of administrative activity are ranked within each group of superintendents with respect to educational training, all superintendents feel most adequate in Area 5, Administration of Business Affairs and superintendents with a master's degree feel least adequate in Area 3, Administration of the School Program, while superintendents with one or more years beyond the master's degree feel least adequate in Area 1, Administrative Leadership.

Experience as Superintendent.--Superintendents have about the same level of adequacy in each of the five areas of administrative activity regardless of their experience



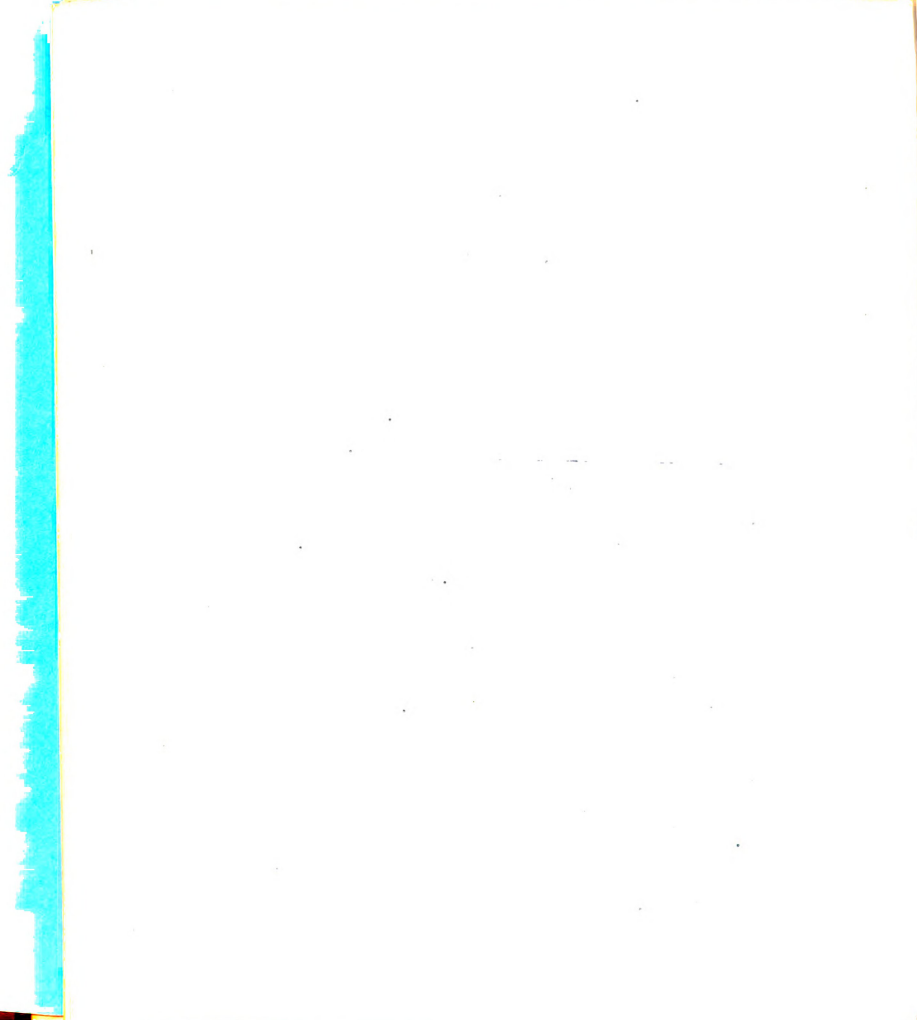
as a superintendent.

When the five areas of administrative activity are ranked within each group of superintendents with respect to experience as a superintendent, all superintendents feel most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program, with the exceptions that superintendents with five or less years experience as a superintendent feel least adequate in Area 1, Administrative Leadership and superintendents with 23 or more years experience feel least adequate in Area 2, Personnel Administration.

Professors of Educational Administration.--Professors feel that superintendents, in general, are most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program.

Superintendents and Professors.--Both superintendents and professors rank the five areas of administrative activity in the same order, however, professors feel that superintendents are less adequate in all the five areas than superintendents feel themselves to be. Both superintendents and professors feel that superintendents are most adequate in Area 5, Administration of Business Affairs and least adequate in Area 3, Administration of the School Program.

Area 5, Administration of Business Affairs, was, without exception, reported as the area of greatest adequacy by both superintendents and professors of educational



administration. Although there was some variance in the least adequate reported category, Area 3, Administration of the School Program was predominantly reported by both superintendents and professors as the area of least adequacy for superintendents.

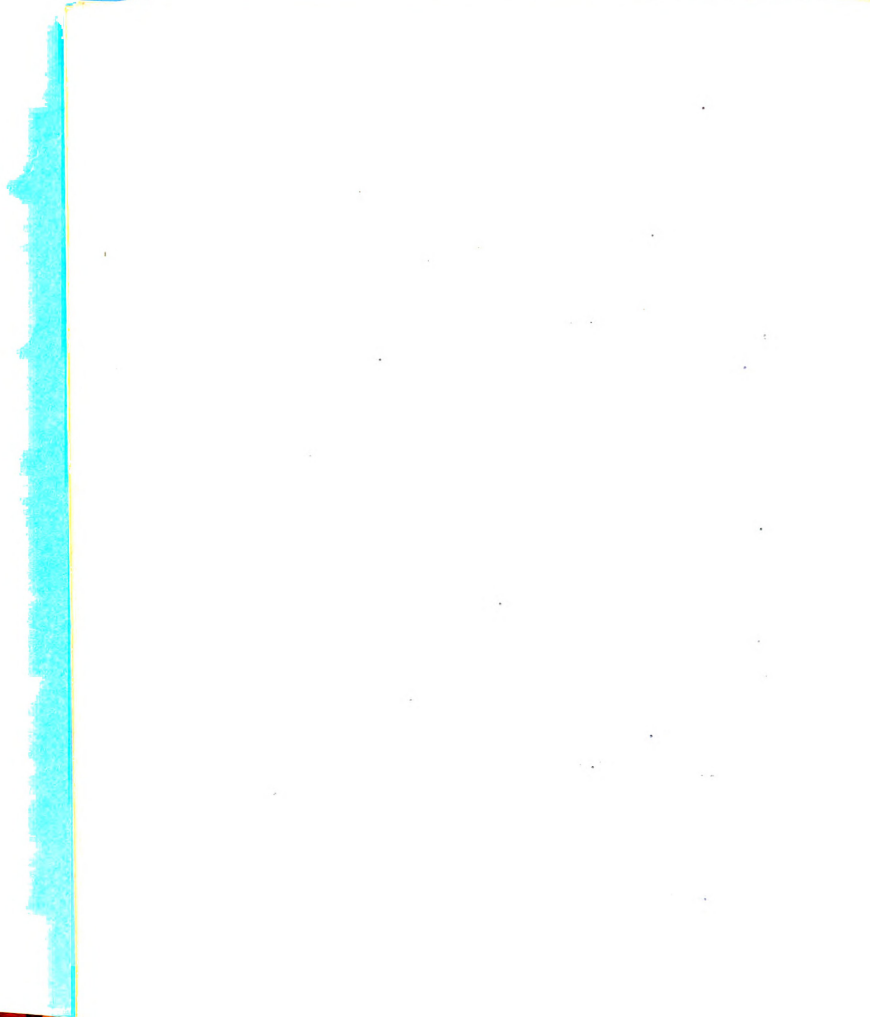
It can be concluded that superintendents, in general, feel most adequate in Area 5, Administration of Business Affairs, while most superintendents feel least adequate in Area 3, Administration of the School Program.

It can also be concluded that professors of educational administration feel that superintendents are most adequate in Area 5, Administration of Business Affairs, and least adequate in Area 3, Administration of the School Program.

Satisfaction

Superintendents in General.--Superintendents, in general, are most satisfied with their level of adequacy in Area 5, Administration of Business Affairs, and least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel.

Size of District.--Superintendents have the same level of satisfaction in Area 2, Personnel Administration, Area 3, Administration of the School Program and Area 5, Administration of Business Affairs, regardless of the size of districts. In districts of 2000 or more pupils, superintendents are more satisfied with their level of adequacy

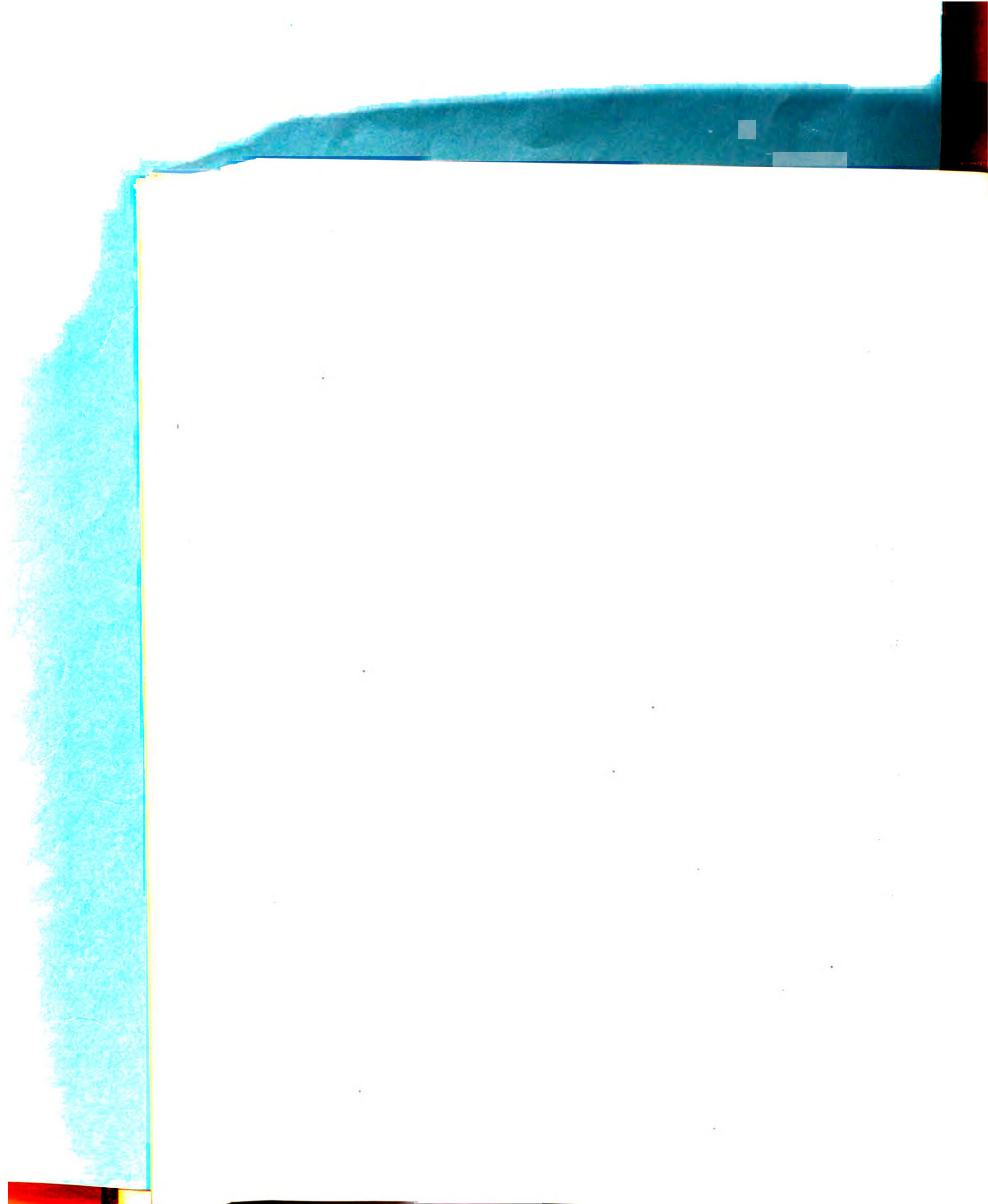


in Area 1, Administrative Leadership than superintendents in other districts and superintendents in districts of 1000-1999 pupils are less satisfied with their level of adequacy in this area than superintendents in other districts.

When the five areas of administrative activity are ranked within each group of superintendents with respect to size of district, superintendents are most satisfied with their level of adequacy in Area 5, Administration of Business Affairs and least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel, with the exception that superintendents in districts with 499 pupils or less feel least satisfied with their level of adequacy in Area 3, Administration of the School Program.

Wealth of District.--Superintendents have the same level of satisfaction for themselves in each area regardless of the wealth of district.

When the five areas of administrative activity are ranked within each group of superintendents with respect to wealth of district, superintendents in districts with \$7000 and less and \$7100-\$10000 are most satisfied with their level of adequacy in Area 5, Administration of Business Affairs. Superintendents in districts with \$10100-\$15000 are most satisfied with their level of adequacy in Area 1, Administrative Leadership and superintendents in districts with \$15100 and more are most satisfied with their level of adequacy in Area 3, Administration of the School Program. All superintendents, regardless of the wealth of district,



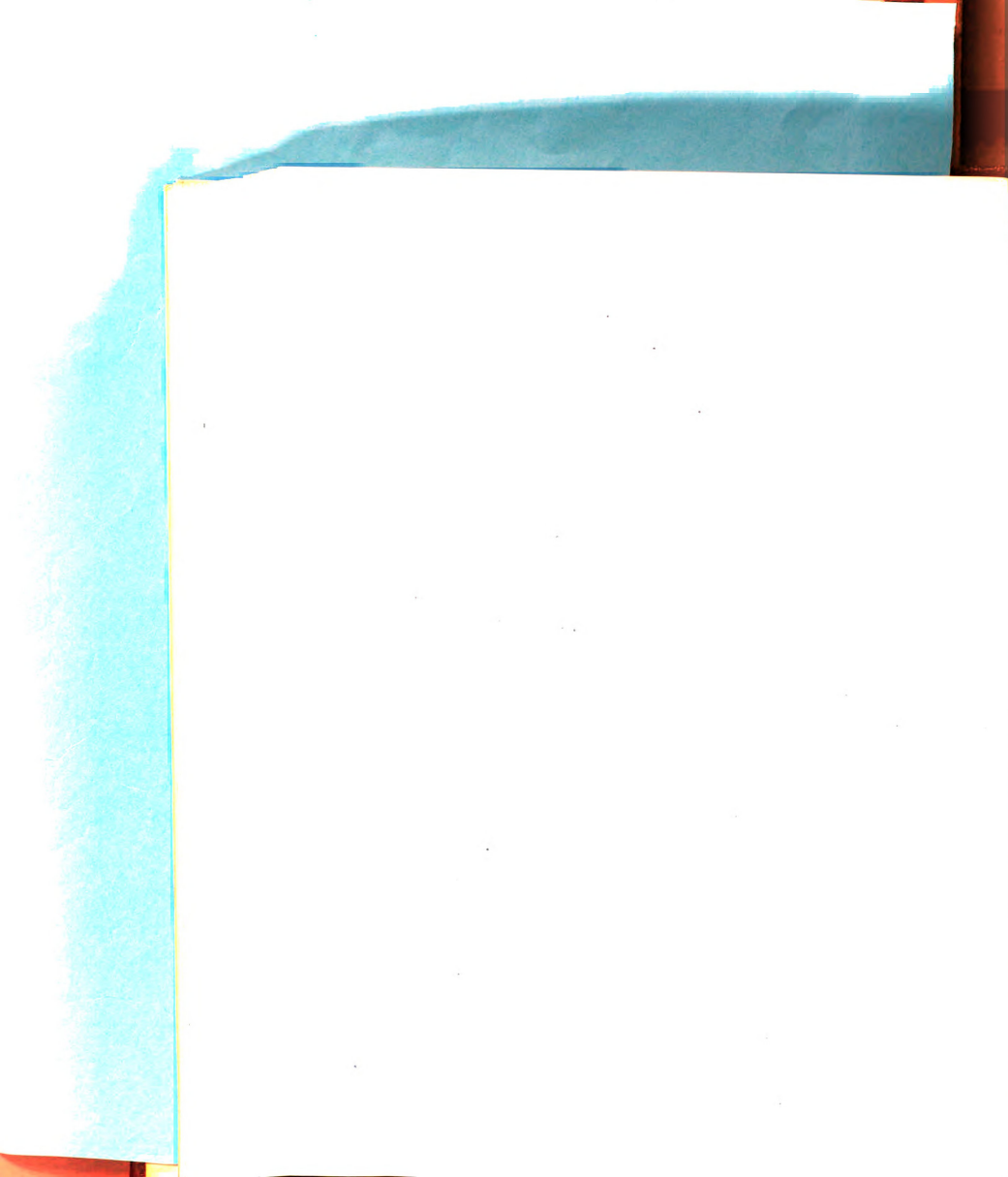
are least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel.

Educational Training.--Superintendents have the same level of satisfaction for themselves in each area regardless of educational training.

When the five areas of administrative activity are ranked within each group of superintendents with respect to educational training, superintendents are most satisfied with their level of adequacy in Area 5, Administration of Business Affairs, and least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel.

Experience as Superintendent.--Superintendents have the same level of satisfaction with their level of adequacy in each area with the exception that superintendents with 6-12 years experience are more satisfied than other superintendents with their level of adequacy in Area 4, Administration of Pupil Personnel and superintendents with 13-22 years experience are less satisfied with their level of adequacy in this area than other superintendents.

When the five areas of administrative activity are ranked within each group of superintendents with respect to experience as a superintendent, superintendents are most satisfied with their level of adequacy in Area 5, Administration of Business Affairs with the exception that superintendents with 6-12 years experience are most satisfied with their level of adequacy in Area 2, Personnel Administration. All superintendents, regardless of experience, are least



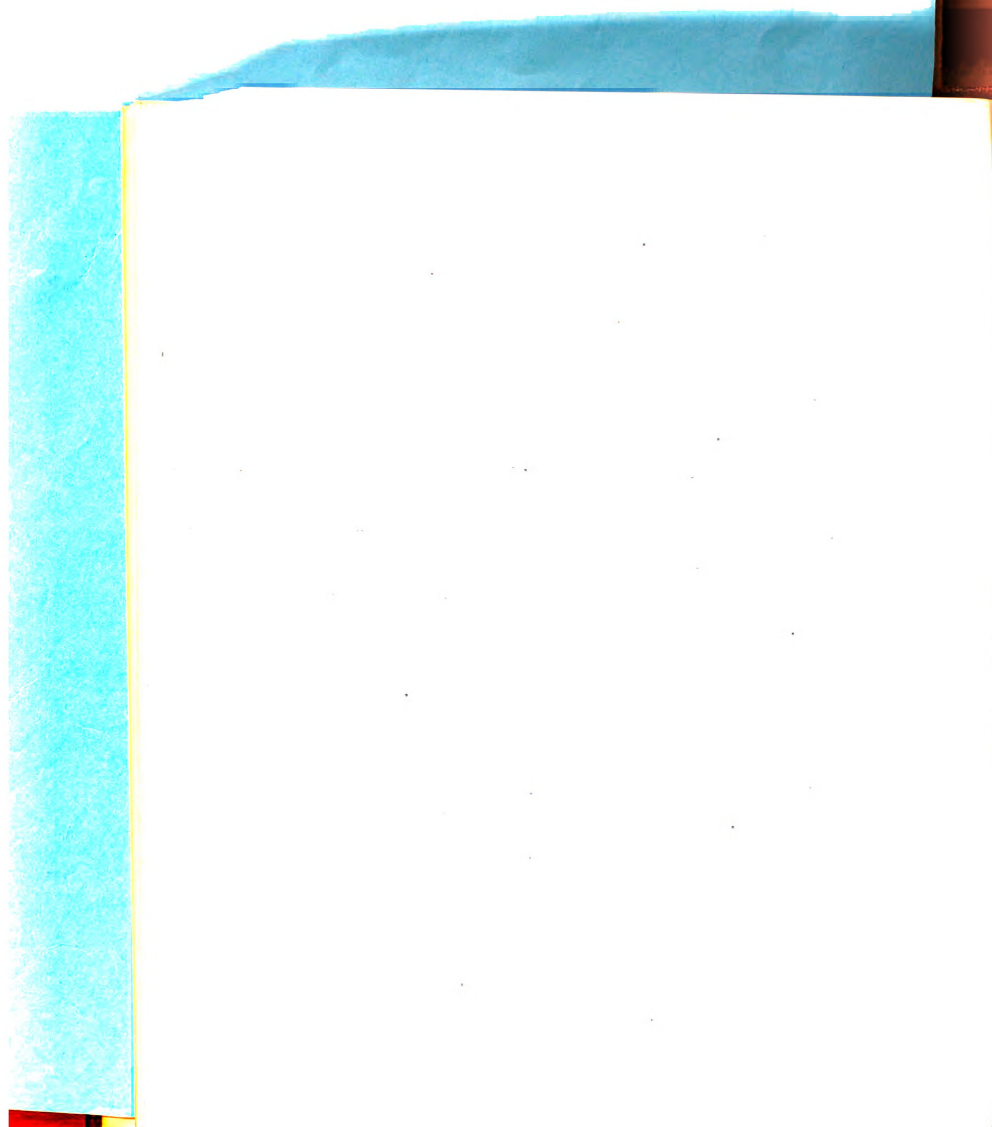
satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel.

Professors of Educational Administration.--Professors of educational administration are most satisfied with the superintendents' level of adequacy in Area 5, Administration of Business Affairs and least satisfied with the superintendents' level of adequacy in Area 3, Administration of the School Program.

Superintendents and Professors.--Professors are less satisfied with the superintendents' level of adequacy in Area 1, Administrative Leadership, Area 2, Personnel Administration, Area 3, Administration of the School Program and Area 5, Administration of Business Affairs, than superintendents. Superintendents and professors have the same level of satisfaction with the superintendents' level of adequacy in Area 4, Administration of Pupil Personnel.

Both superintendents and professors reported most frequently that they were most satisfied with the superintendents' level of adequacy in Area 5, Administration of Business Affairs. Although there was some variance in the least satisfied reported category, most superintendents were least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel and professors were least satisfied with the superintendents' level of adequacy in Area 3, Administration of the School Program.

In conclusion, most superintendents are most satisfied with their level of adequacy in Area 5, Administration



of Business Affairs and least satisfied with their level of adequacy in Area 4, Administration of Pupil Personnel.

It can also be concluded that professors of educational administration are most satisfied with the superintendents' level of adequacy in Area 5, Administration of Business Affairs and least satisfied with the superintendents' level of adequacy in Area 3, Administration of the School Program.

Hypotheses Generated From Data

The following hypotheses were generated from the data:

1. Superintendents, in general, tend to feel most adequate in the administration of business affairs and least adequate in the administration of the school program than in the other areas of school administration under study.
2. Regardless of the size of school district, superintendents, in general, tend to possess the same level of adequacy in the areas under study.
3. Superintendents in districts with 500-999 students tend to feel more adequate in the administration of business affairs and least adequate in administrative leadership than in the other areas under study.
4. Superintendents in districts of 1000-1999 students tend to feel more adequate in the administration of business affairs and least adequate in the administration of the school program.



5. Superintendents in districts with 2000-> students tend to feel more adequate in the administration of business affairs and least adequate in the administration of the school program than in the other areas under study.

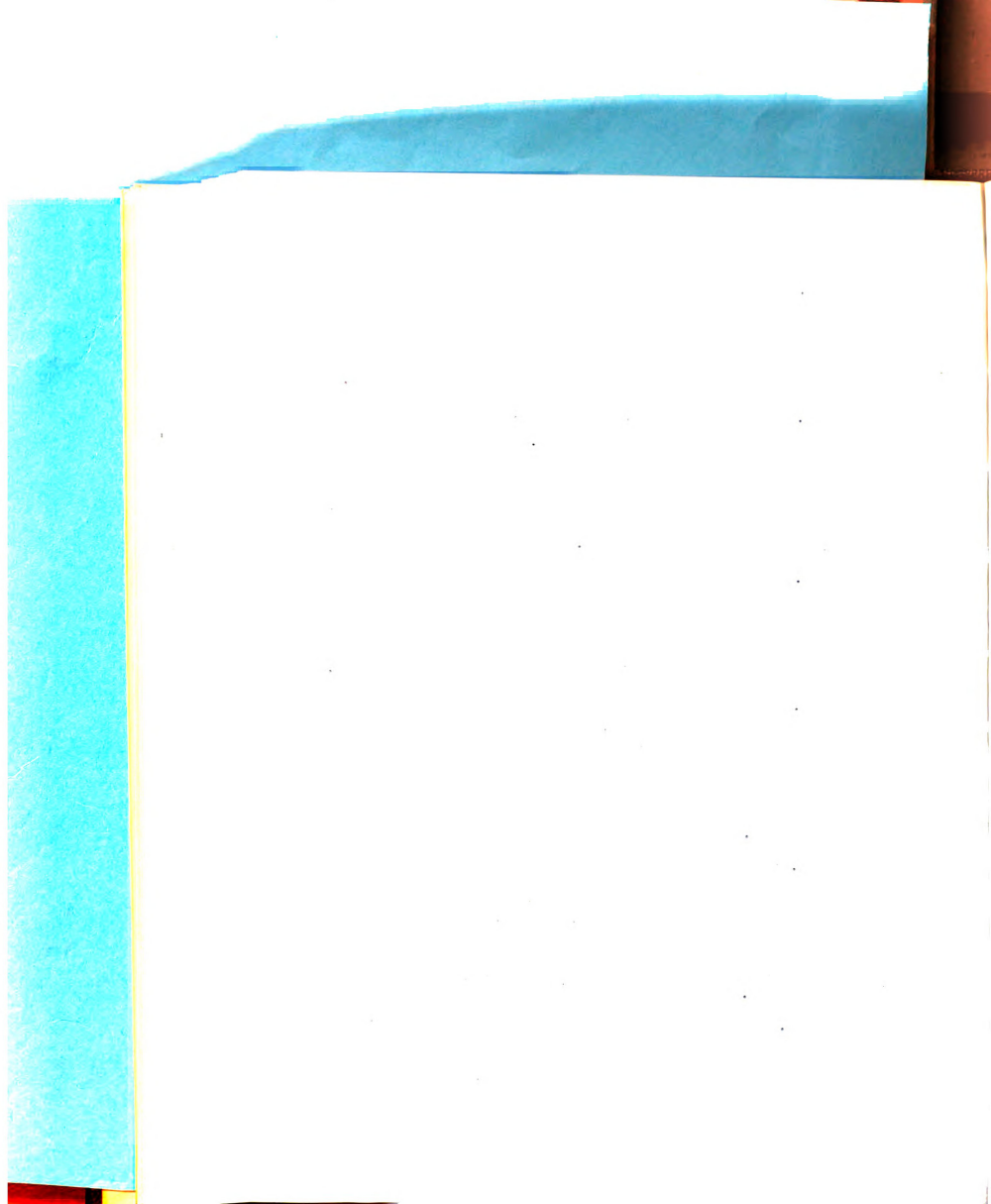
6. Superintendents, in general, tend to feel more adequate in the administration of business affairs and least adequate in the administration of the school program than in the other areas of school administration under study regardless of the size of district.

7. Superintendents in districts of <-\$7000 state equalized valuation behind each resident pupil tend to feel more adequate in the administration of business affairs and least adequate in the administration of the school program.

8. Superintendents in districts of \$7100-\$10000 state equalized valuation behind each resident pupil tend to feel more adequate in the administration of business affairs and least adequate in the administration of the school program.

9. Superintendents in districts with \$10100-\$15000 state equalized valuation behind each resident pupil tend to feel more adequate in the administration of business affairs and least adequate in the administration of the school program.

10. Superintendents in districts with \$15100-> state equalized valuation behind each pupil tend to feel most adequate in the administration of business affairs and least adequate in the administration of the school program



and administrative leadership.

11. Regardless of the wealth of district, superintendents, in general, tend to feel more adequate in the administration of business affairs and least adequate in the administration of the school program and in administrative leadership.

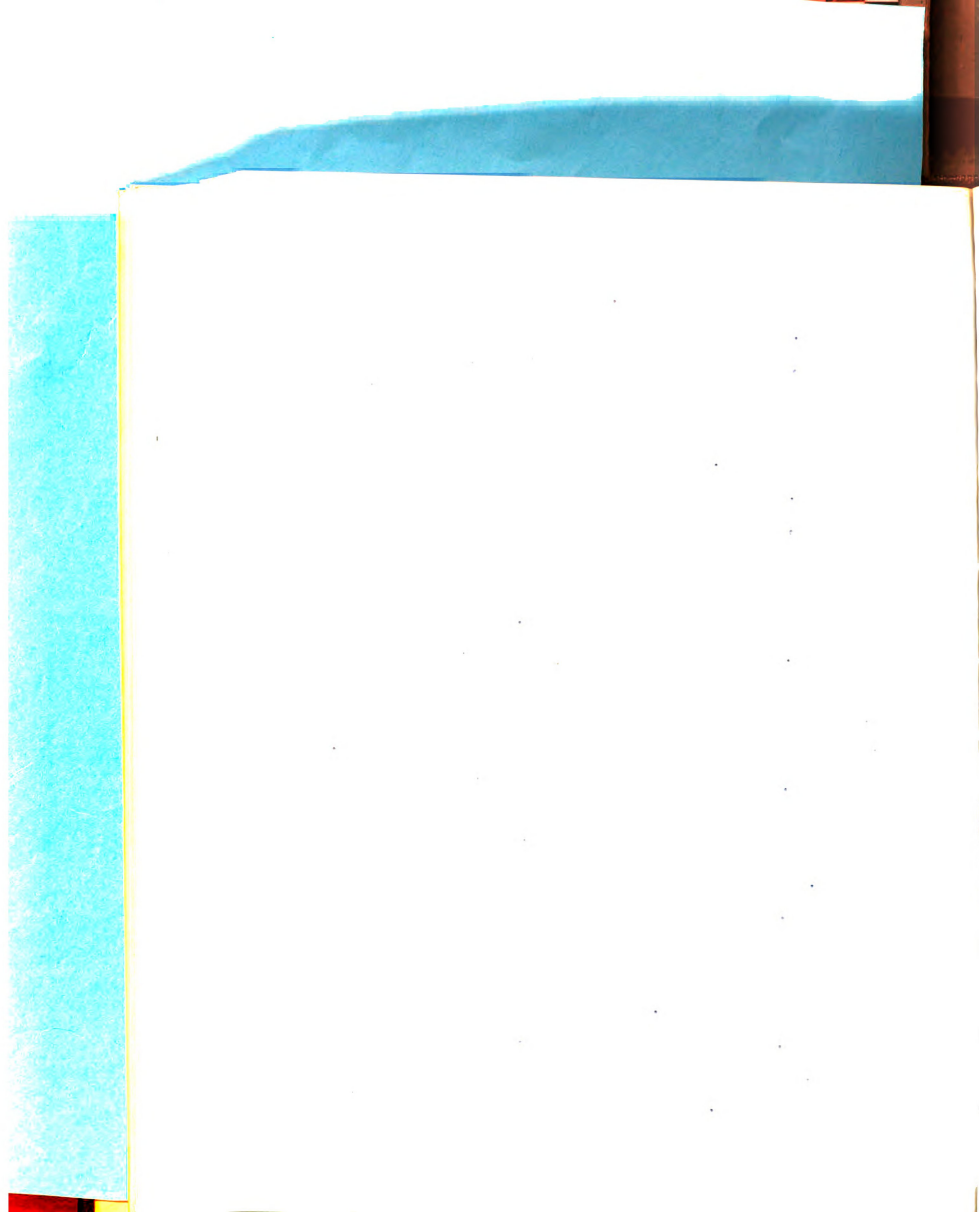
12. Regardless of educational training, superintendents, in general, tend to have about the same level of adequacy in the areas of administrative leadership, personnel administration, administration of pupil personnel and administration of business affairs.

13. Superintendents with one or more year's educational training beyond the master's degree tend to feel more adequate in the administration of the school program than do superintendents possessing only a master's degree.

14. Superintendents with a master's degree tend to feel more adequate in the administration of business affairs and least adequate in the administration of the school program.

15. Superintendents with one or more years beyond the master's degree tend to feel more adequate in the administration of business affairs and least adequate in administrative leadership.

16. Regardless of experience, superintendents, in general, tend to possess the same level of adequacy in the areas under study.



17. Superintendents with 6-12 years experience tend to feel more adequate in the administration of business affairs and least adequate in the administration of the school program.

18. Superintendents with 13-22 years experience tend to feel more adequate in the administration of business affairs and least adequate in the administration of the school program.

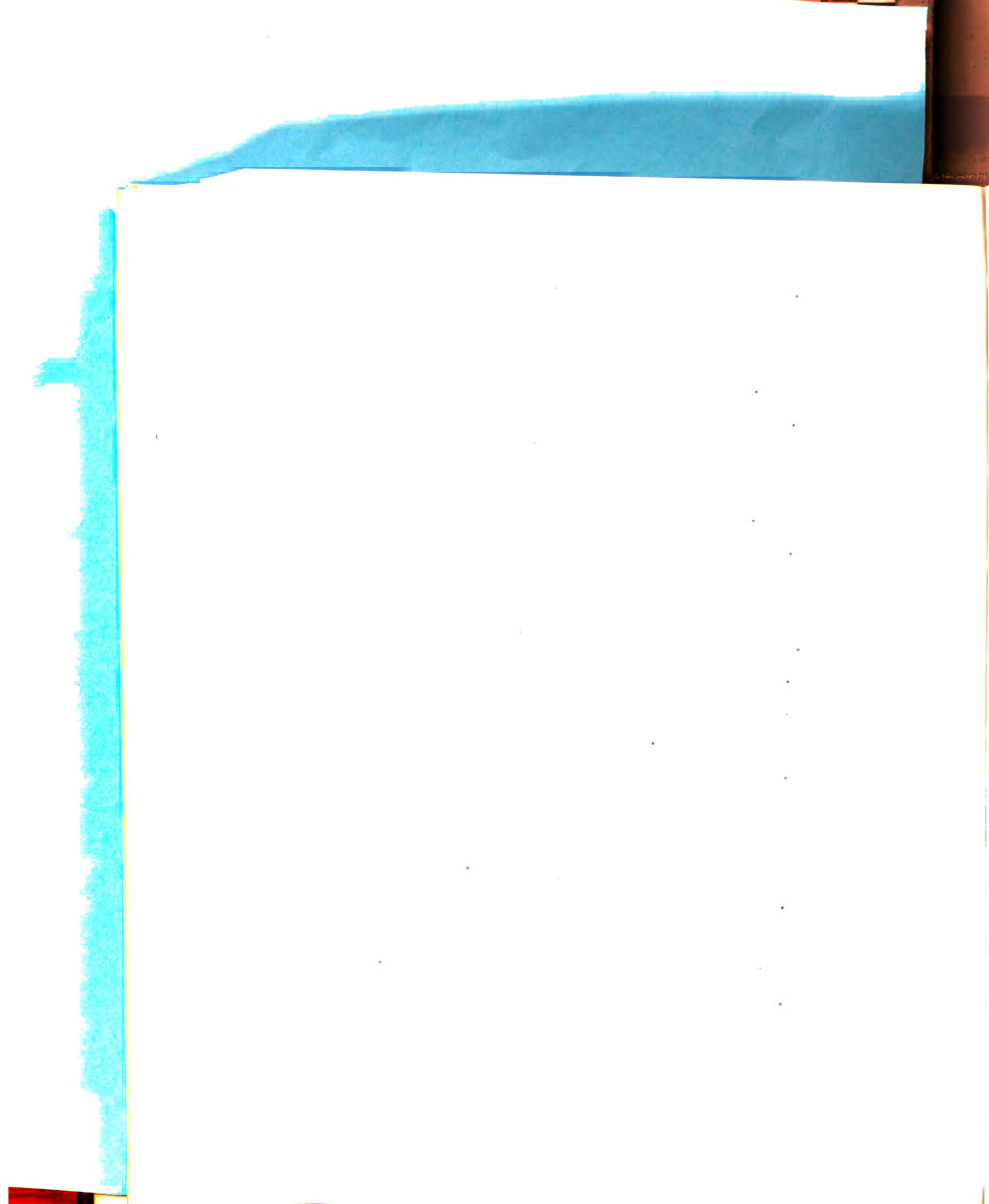
19. Superintendents with 23-> years experience tend to feel more adequate in the administration of business affairs and least adequate in the administration of pupil personnel.

20. Regardless of experience, superintendents, in general, tend to feel more adequate in the administration of business affairs.

21. Professors of educational administration tend to feel that public school superintendents are most adequate in the administration of business affairs and least adequate in the administration of the school program.

22. Professors of educational administration tend to feel that superintendents are not as adequate in the areas under study as superintendents feel themselves to be.

23. Professors of educational administration from institutions of higher learning included in this study are familiar with public school administration in Michigan to the degree that they are able to perceive the areas of



administrative activity which superintendents possess the most and least adequacy.

24. Superintendents, in general, tend to feel most satisfied with their level of adequacy in the administration of business affairs and least satisfied with their level of adequacy in the administration of pupil personnel.

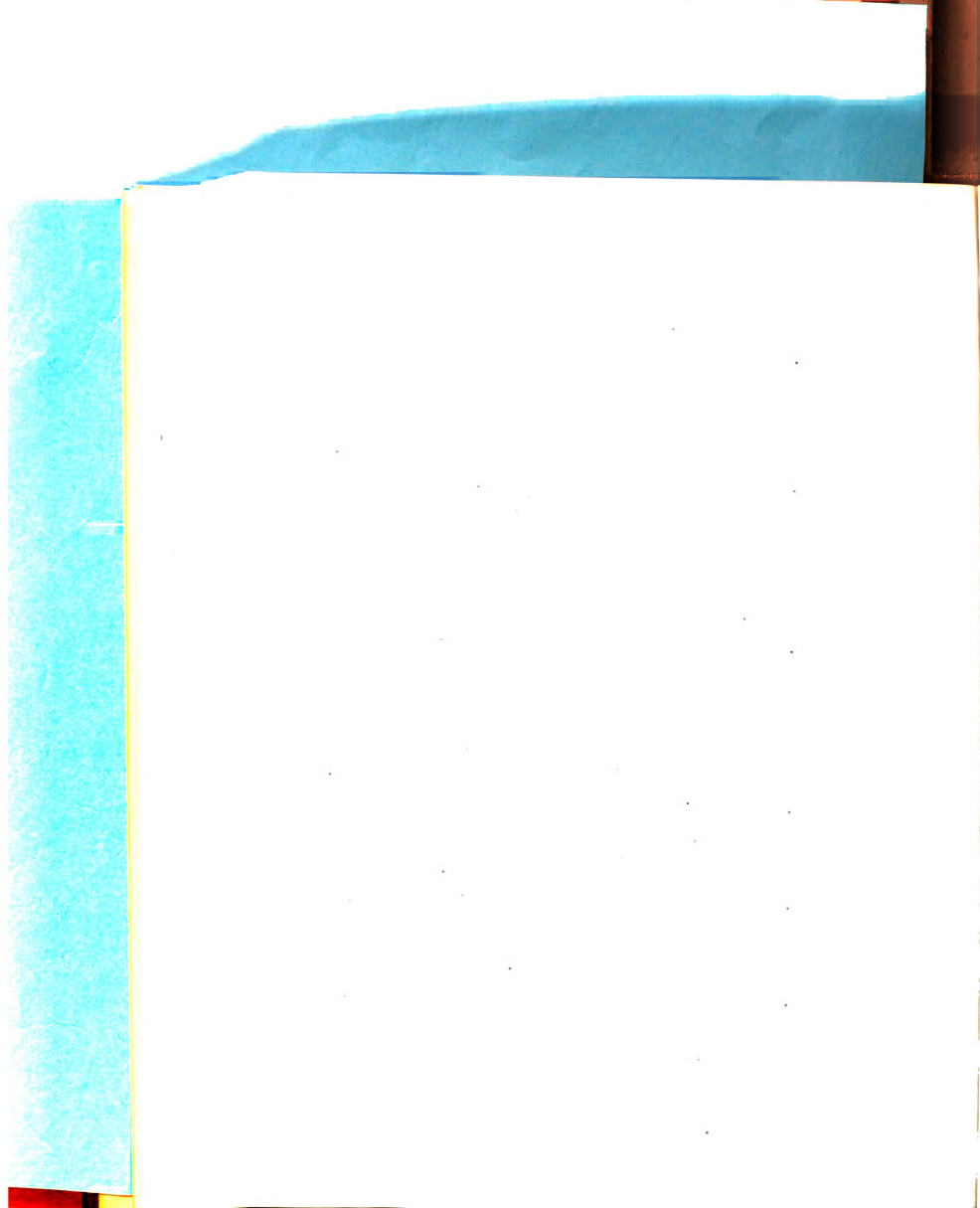
25. Regardless of size of district, superintendents, in general, are most satisfied with their level of adequacy in the administration of business affairs and least satisfied with their level of adequacy in the administration of pupil personnel.

26. Superintendents in districts with $\leq$ -\$7000 state equalized valuation behind each student tend to be most satisfied with their level of adequacy in the administration of business affairs and least satisfied with their level of adequacy in the administration of pupil personnel.

27. Regardless of wealth of district, superintendents tend to feel least satisfied with their level of adequacy in the administration of pupil personnel.

28. Regardless of educational training, superintendents tend to perceive the same level of satisfaction for themselves in each area under study.

29. Regardless of educational training, superintendents tend to feel most satisfied with their level of adequacy in the administration of business affairs and least satisfied with their level of adequacy in the administration of pupil personnel.



30. Regardless of experience, superintendents tend to perceive the same level of satisfaction for themselves in each area under study except Area 4, Administration of Pupil Personnel.

31. Regardless of experience, superintendents tend to perceive themselves to be most satisfied with their level of adequacy in the administration of business affairs and least satisfied with their level of adequacy in the administration of pupil personnel.

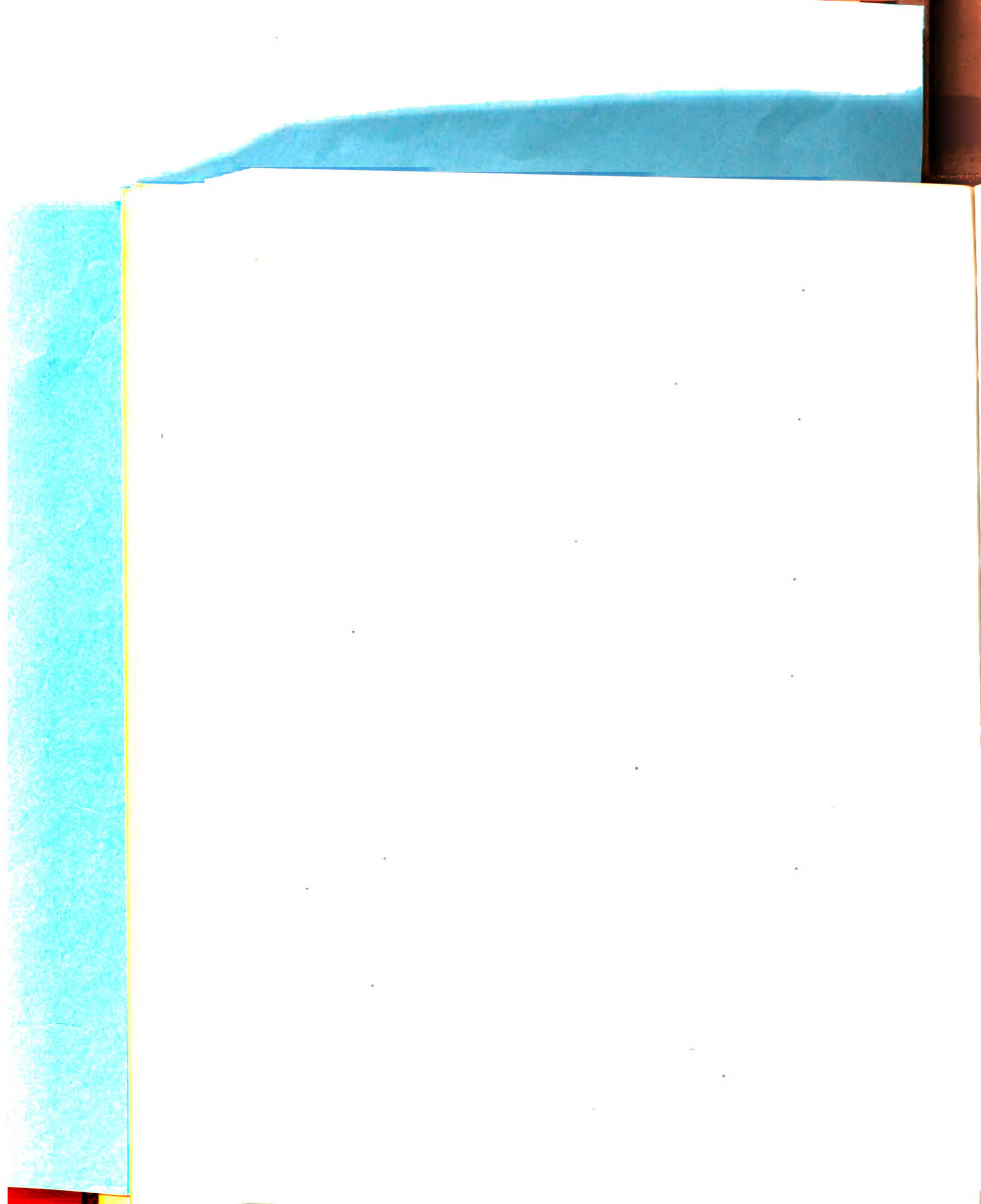
32. Professors of educational administration perceive about the same level of satisfaction with respect to the adequacy of superintendents in the areas under study.

33. Public school superintendents are more satisfied with their level of adequacy with respect to the administrative activities under study than are professors of educational administration.

Implications and Recommendations for Further Study

1. This study dealt basically with extremes. Less attention was paid to the central tendency area in all cases. A study of this kind needs depth analysis in the same way that Spacie dealt with the central group of college freshmen in the Michigan State University Inventory of Beliefs.¹ This may show similarities or variances within the group

¹Edwin G. Spacie, The Structure of Beliefs Among Selected College Freshmen (Unpublished Doctoral Thesis, Michigan State University, East Lansing, 1956).

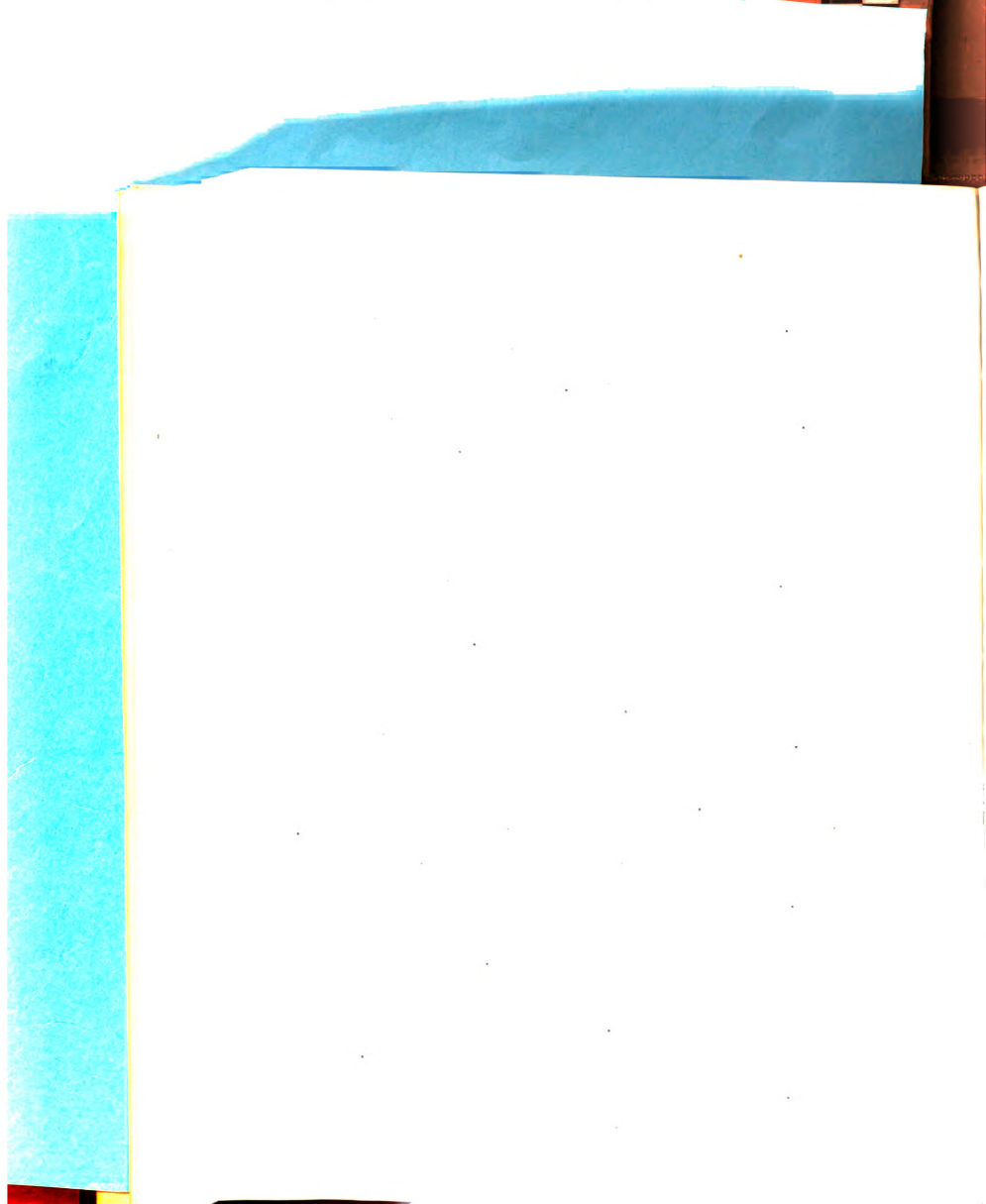


that do not appear when the focus of attention is placed on extremes. Such a study is lengthy and calls for careful analysis both within and between items which was beyond the responsibilities of this study.

2. This study dealt with five areas of administration and compared these areas with each other. A careful analysis of the individual items within an area compared both with other items in that area and others may reinforce the results obtained here or may open new avenues of investigation. This study was limited by an analysis of the mean discrepancy scores between areas because of the nature and scope of the material and data obtained. Further study and analysis of specifics may be of value to the researcher interested in item analysis.

3. One of the unusual outcomes of this study was the exact similarity of ranking of areas by the superintendents and professors. The greater emphasis was in the area of mean discrepancy scores which were significantly different. Two implications can be derived from this result:

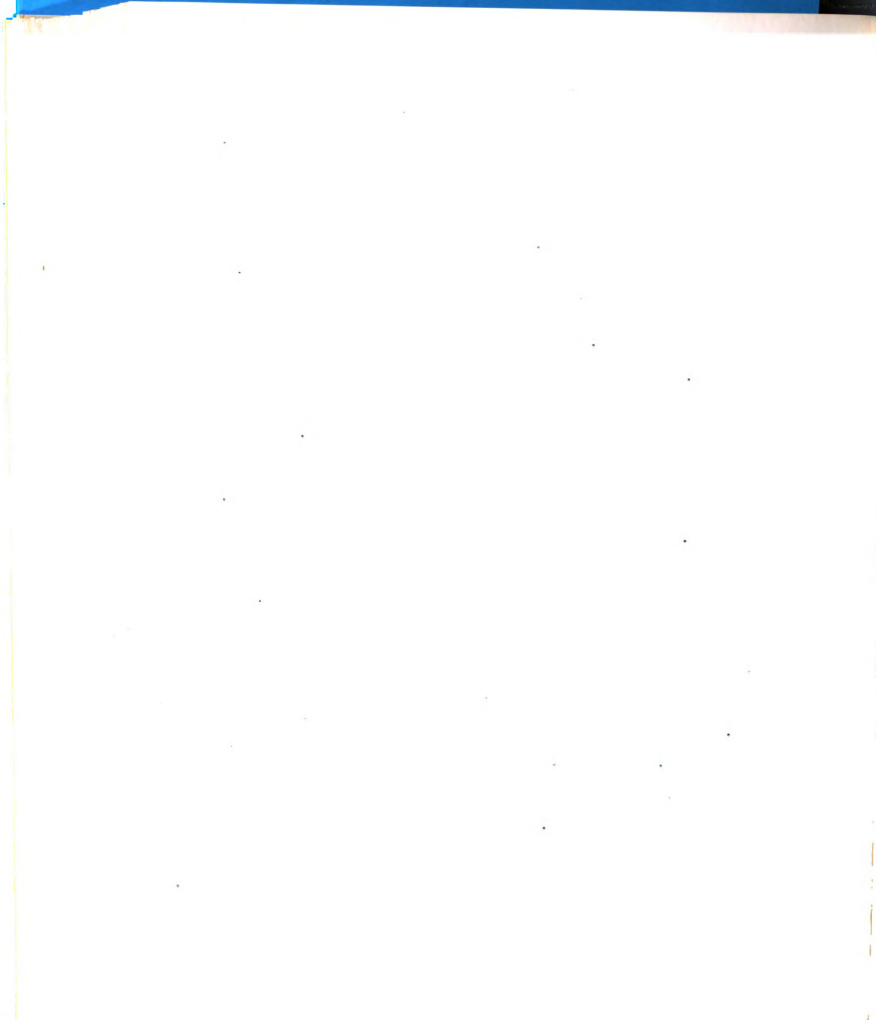
- A. Professors of educational administration are knowledgeable in regard to the adequacies of public school superintendents. It is assumed that college training for superintendents has a realistic base. The above finding and assumption needs further study and investigation.
- B. The greater mean discrepancy scores may indicate that professors, although they have a clear cut



rank order of perception, may attach greater significance to the problems than really exist. On the other hand, the superintendents may be giving less than adequate significance to the problem areas. In either case, this study cannot attempt to give evidence in this area. Further study could be undertaken in this respect.

4. Superintendents and professors were to ascertain levels of adequacy with respect to selected activities associated with the public school superintendency. Further study may measure the importance attributed to the administrative activities by both superintendents and professors.

5. One of the primary reasons for the hypotheses concerning professors of educational administration was the analysis of the nature of the positions held by the professors and the differences in the institutions they were in, led to the idea that significant differences would exist as professors perceived levels of adequacy for superintendents. Analysis of the gathered data indicated significant differences. A retest, with only the information found in this study, might lead to a reassessment of the position taken by the professors. Additional information relative to the experience and training of professors may result in greater understanding of the position taken by the professors. The great amount of attention given to education at the national, state and local levels in the intervening years

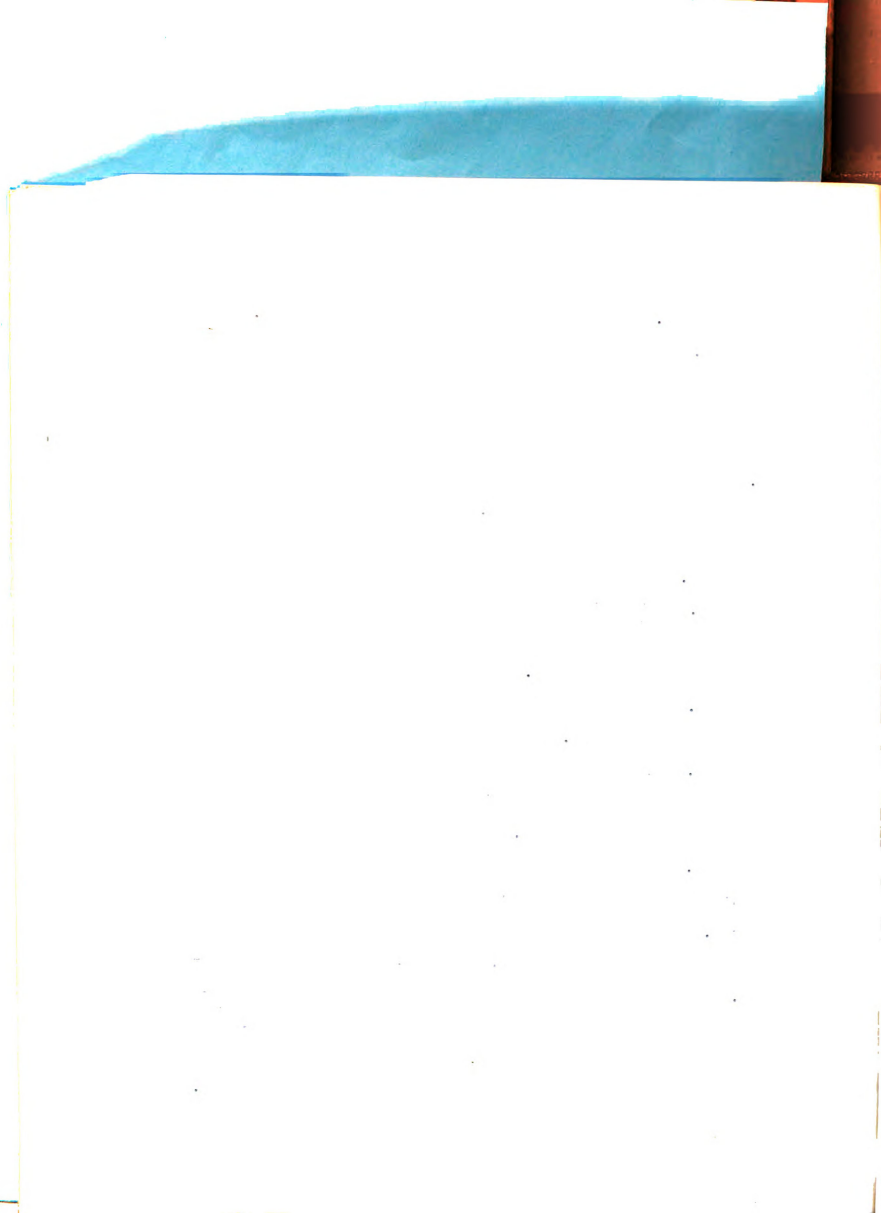


may also contribute to a realignment in the perceptions of professors. The same may be true of superintendents.

6. This study indicates that there appears to be no difference in the perceptions of superintendents regarding the adequacy of superintendents when analyzed on the basis of size, wealth of district and experience as a superintendent. This unexpected finding would seem to indicate the areas are unimportant in totals. A longitudinal study may provide additional information that is not available in this study.

- A. Major differences may occur by having fewer years in each category for experience as a superintendent.
- B. A greater difference may be found in a finer instrument.
- C. An analysis of growth and development of superintendents may be in order to determine changes that take place.

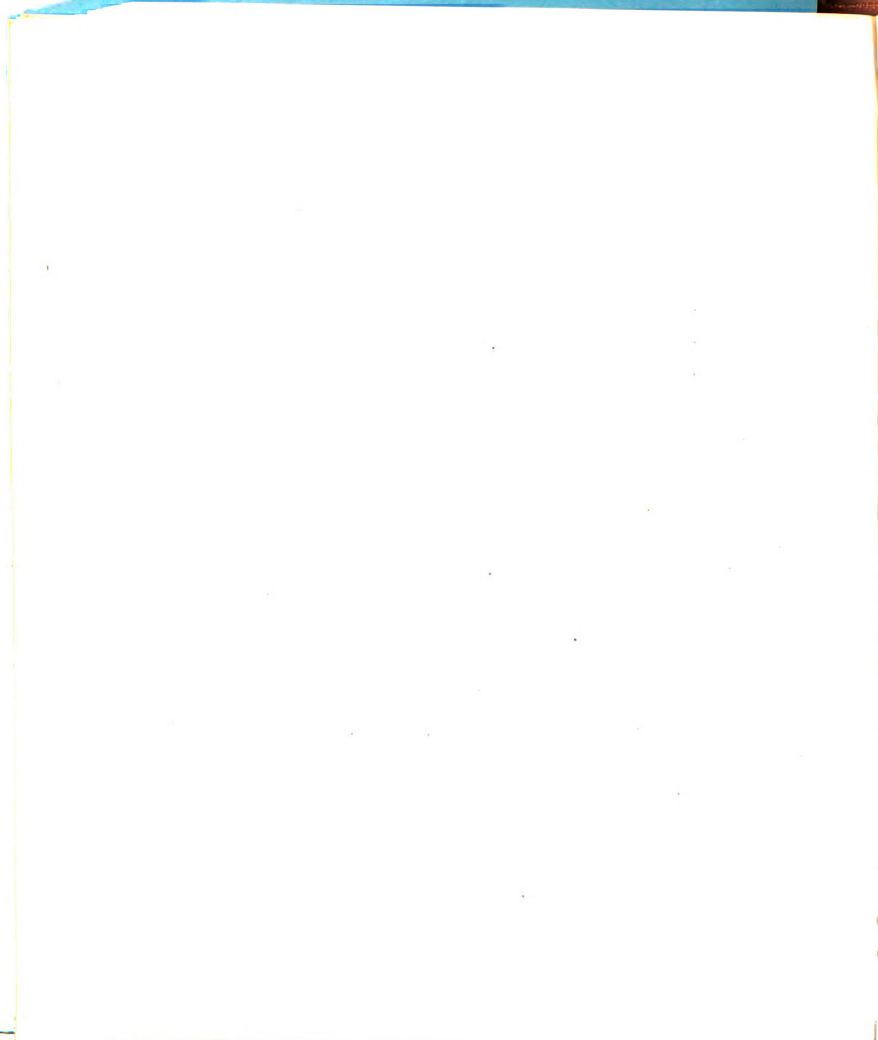
7. This study was conducted at a time when all of education was receiving attacks and criticisms from several sources. These criticisms were coming primarily from fields outside of education; that is, business, industry and government. This study attempted to discover from school administrators their feelings of adequacy and lack of adequacy, satisfaction and dissatisfaction with certain administrative activities associated with the public school superintendency. The fact that superintendents show that they feel a high



amount of adequacy and a high amount of satisfaction in the Administration of Business Affairs while, conversely, they feel least adequate in the areas of Administration of the School Program and Administrative Leadership and they show least satisfaction in the Administration of Pupil Personnel and Administration of the School Program might be an indicator that school administrators are sensitive to the criticisms of education.

Within the past few years a great deal of progress has occurred in the scientific and technological fields resulting in many new materialistic advancements to society, while less attention has been paid to the personal factor of people getting along with people and the development of individuals to become active and productive in a constantly changing materialistic society. This might be illustrated by the advent of Sputnik in the late Fifties and the impact this had on education. This study has presented some clues in the least reported satisfaction of school administrators in the areas that would react to the problems which society is finding itself faced with, mainly, in the age of Sputnik and in the age of technological advancement, how is a pupil's school program best developed to enable the student to live in such a world? The school administrators report the least amount of satisfaction and least amount of adequacy in these areas.

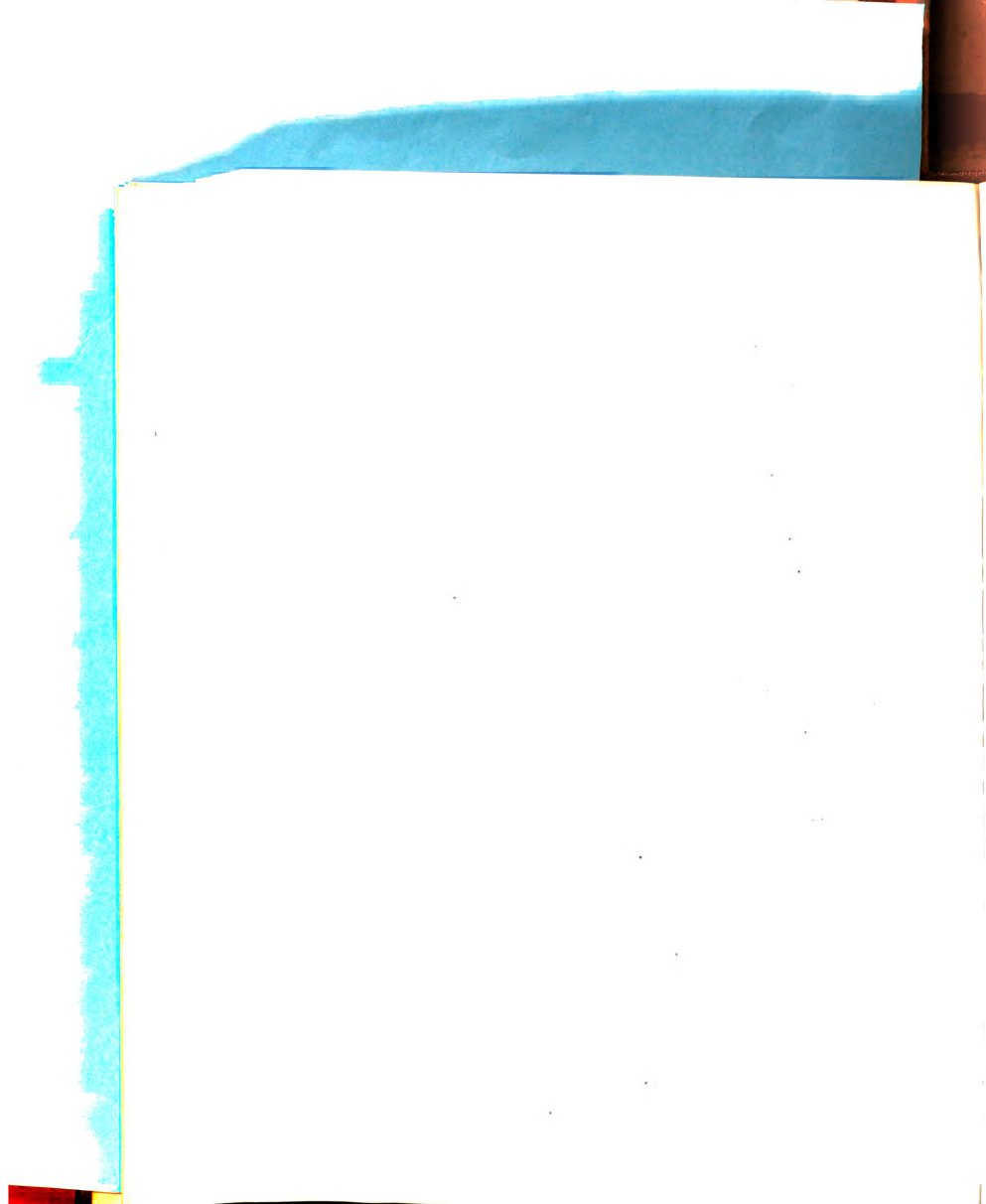
Although this study only presents clues which may





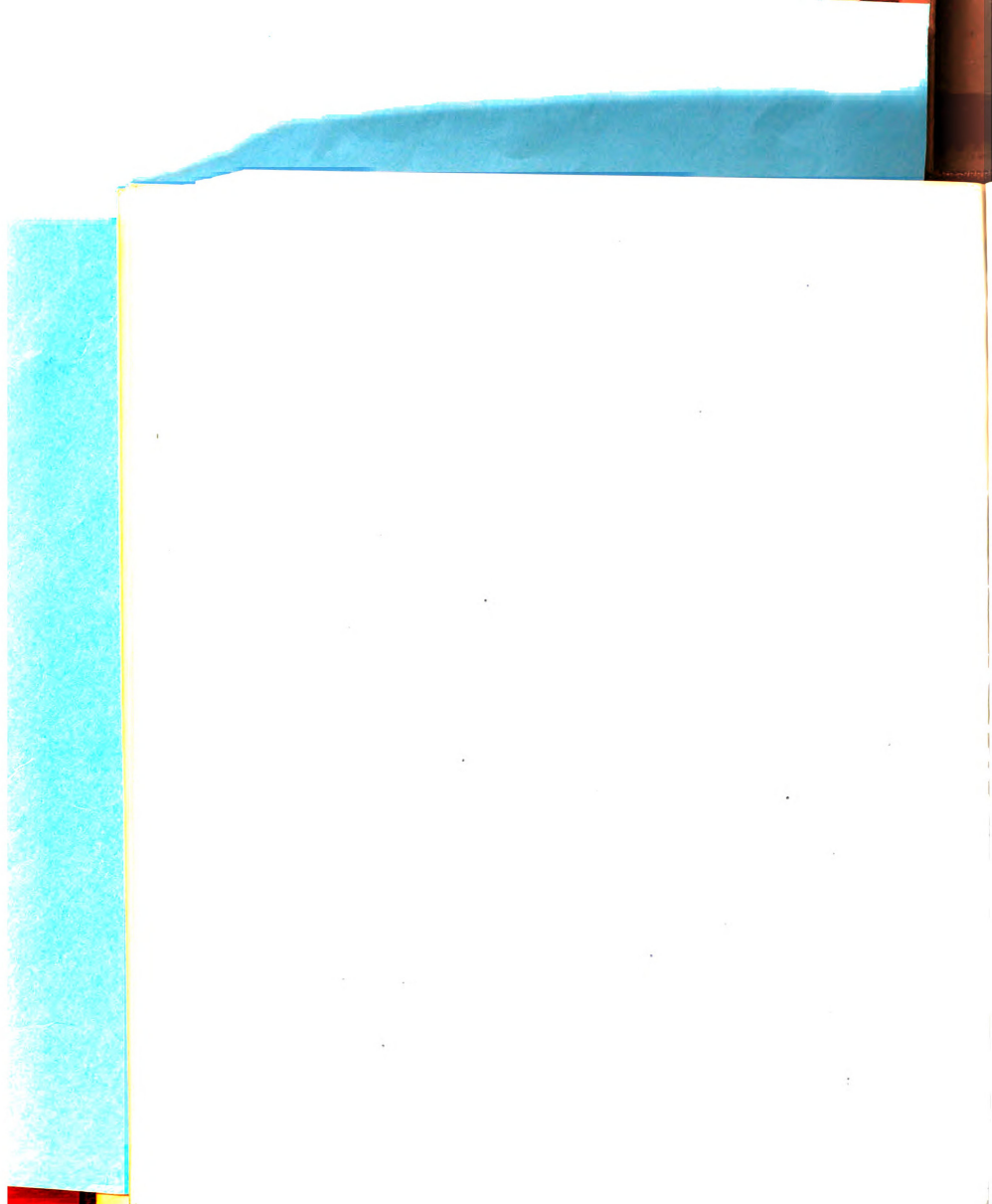
be directly applicable to the problems, functions and situations of society these clues should not be set aside as meaningless. These indicators of reaction on the part of school administrators to the problems that society finds itself faced with might well be further identified and further studied with other research to discover whether or not, in fact, school administrators do react to social problems and what this might mean to school administrators if they do.

8. This study did not attempt to divide up superintendents based on the nature of communities. It did on the basis of size, wealth of district, and educational training and experience of the superintendent, but never on the sociological or anthropological background of the communities. The study does reveal that relative to the factors of size and wealth of districts and educational training and experience of superintendents there is a great amount of similarity among superintendents in their feeling of adequacy and satisfaction. This may be an indicator that the sociological differences between communities may be vanishing in terms of their impact on school systems and school administrators. The long held position that a school program should reflect the general makeup and educational needs of a community may be changing since administrators from varying kinds of communities have similar adequacy and satisfaction perceptions. A study along these lines and in more depth may prove worthwhile.



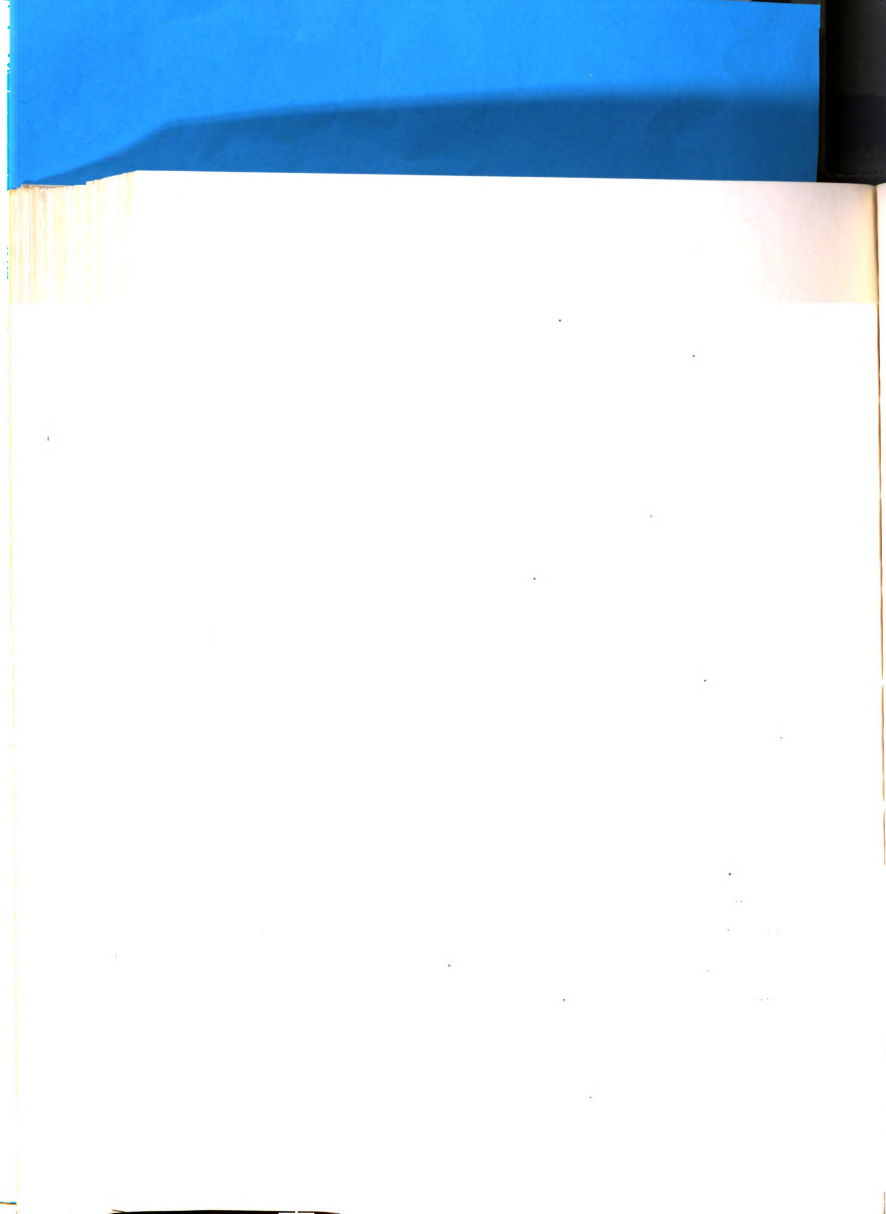
9. This study is an indicator that professional associations might put a greater amount of attention in their conferences and meetings to the areas that superintendents report least adequacy in doing and least satisfaction in their own ability. Certainly within the school districts under study here there are implications for the Michigan Association of School Administrators since the greatest significance of this study was the similarity of the school administrators' adequacy and satisfaction perceptions regardless of the size and wealth of district, and educational training and experience as superintendents. This in itself should indicate to the Michigan Association of School Administrators the great amount of similarity among its membership and that the association might well turn its attention to organize and develop programs for improving those areas in which superintendents feel least adequate.

10. At the very time this study was being done Michigan was going through the preparation and holding of a constitutional convention and voting in a new constitution for the State of Michigan which calls for revamping the office of the superintendent of public instruction from an elected to an appointed position. The basis for selection of the chief state school officer was by popular election. Provision was made in the new constitution for the chief school officer to be selected by a state board of education. This in itself could have implications for revamping the relationship between public school superintendents and the office of



the state superintendent.

11. One of the questions undergirding the study itself was the question centering around the accuracy of the perceptions of professors of educational administration as they were able to view and perceive the areas that the administrators of the school actually felt adequate in and satisfied with. An analysis of the results of this study clearly indicates a high amount of accurate perception on the part of the professors. Perhaps the accuracy of the professors' perceptions is responsible for the commonality in the reported adequacies and satisfactions of the superintendents. If professors of educational administration feel there is a certain amount of training necessary for a superintendent to be adequate in the general area of school business affairs and it is translated into the training program for superintendents it appears to be working, for that is exactly what the superintendents have reported back in this study. Professors feel that superintendents will be least adequate in the administration of the school program and that is precisely the area in which superintendents reported themselves to be least adequate in. Further research in this area may be undertaken. A study might be done amongst professors of educational administration based upon the amount of educational experience they have had and how long ago this experience occurred. The study might also include the nature



of the contacts of the professors with the school administrators in the field. A careful analysis of this data might result in an explanation of why professors of educational administration are able to perceive the adequacy areas of public school superintendents.

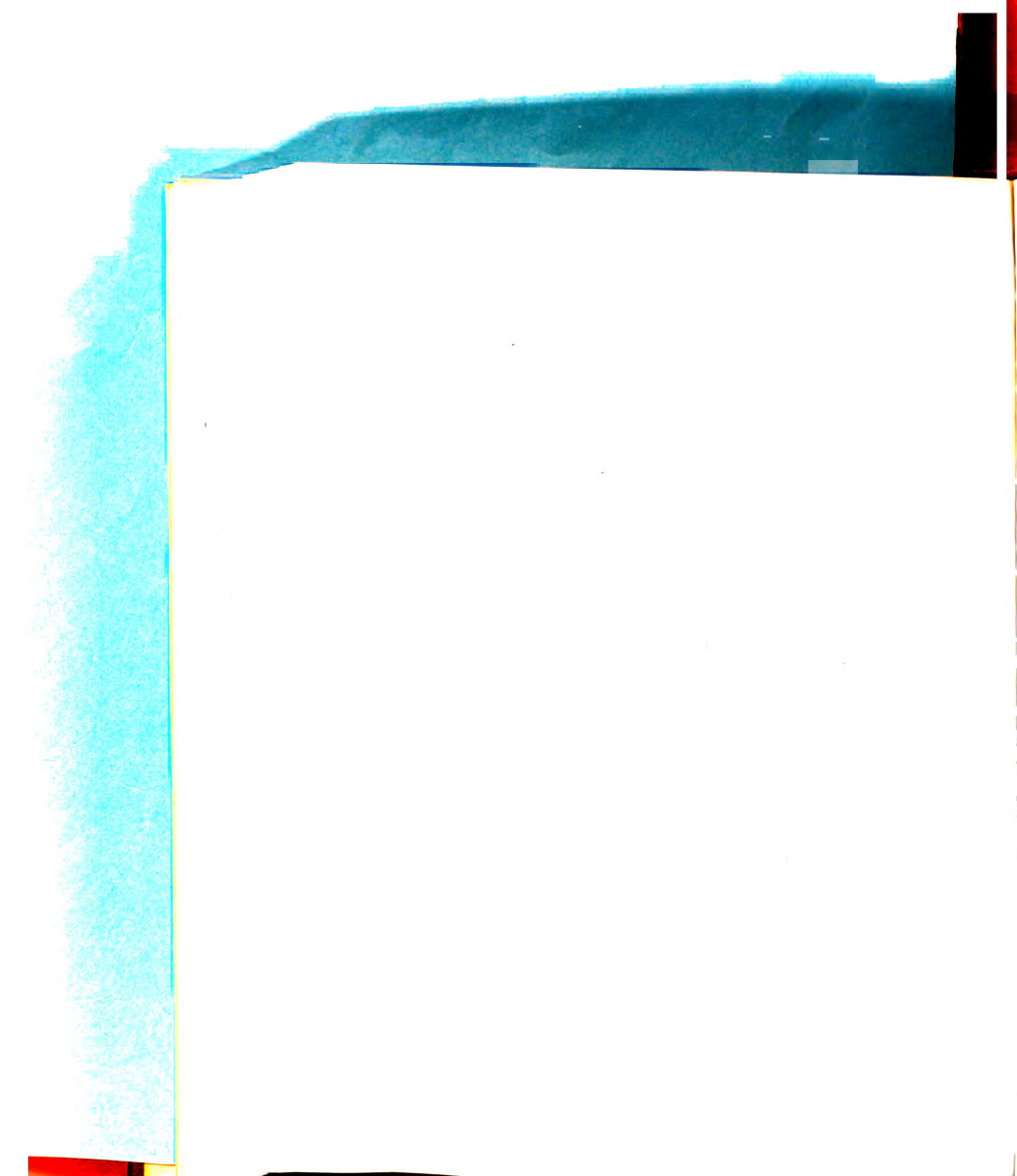
The next logical question that arises is, if professors of educational administration are so accurate in their perceptions that they can report the areas of most and least adequacy on the part of superintendents, why hasn't there been a change in the curriculum that would tend to alleviate the inadequate areas of public school superintendents?

12. Another area in which this study has application to the colleges and universities is in the general field of continuing education for practicing administrators. It might well be that while a good job is being done in the holding of off-campus continuing education type experiences through workshops and meetings in the area of school finance, there is equal need to have them not replaced, but additional experiences in the least adequate and least satisfaction areas of public school superintendents.

13. Another study might be undertaken to determine what is necessary to create satisfaction and competency in the administrative areas of least adequacy. An investigation of this nature may demonstrate that the superintendent cannot be expected to be equally proficient in all areas of school administration. It might be expected that assistance

of the contact

is necessary in the areas reported as least adequate in this study which also seem to be areas requiring a great amount of training and background information. It might also be expected that the present day superintendent is spending most of his time in school finances, budgets, school plant planning and public relations, leaving little or no time for the inadequate areas.





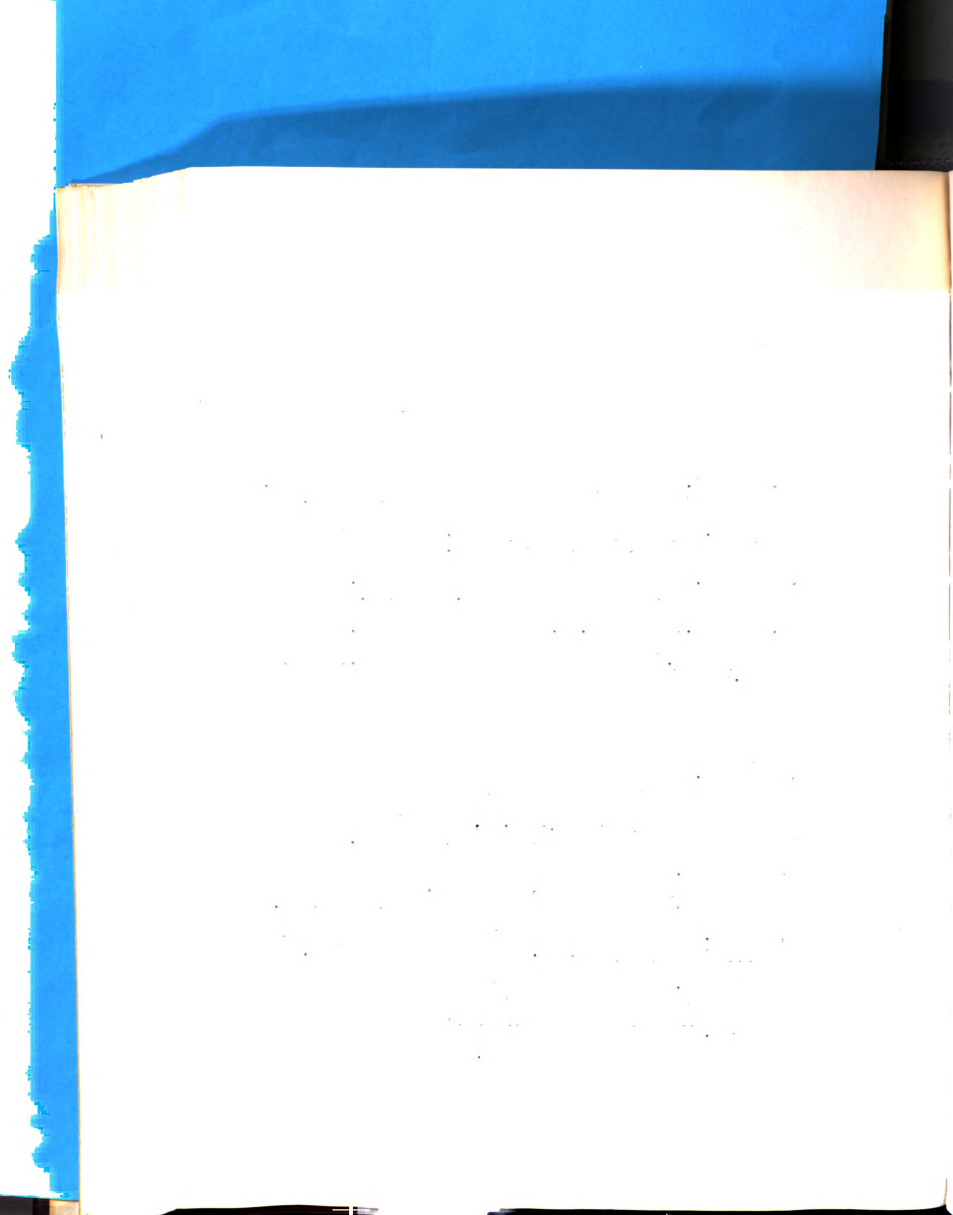
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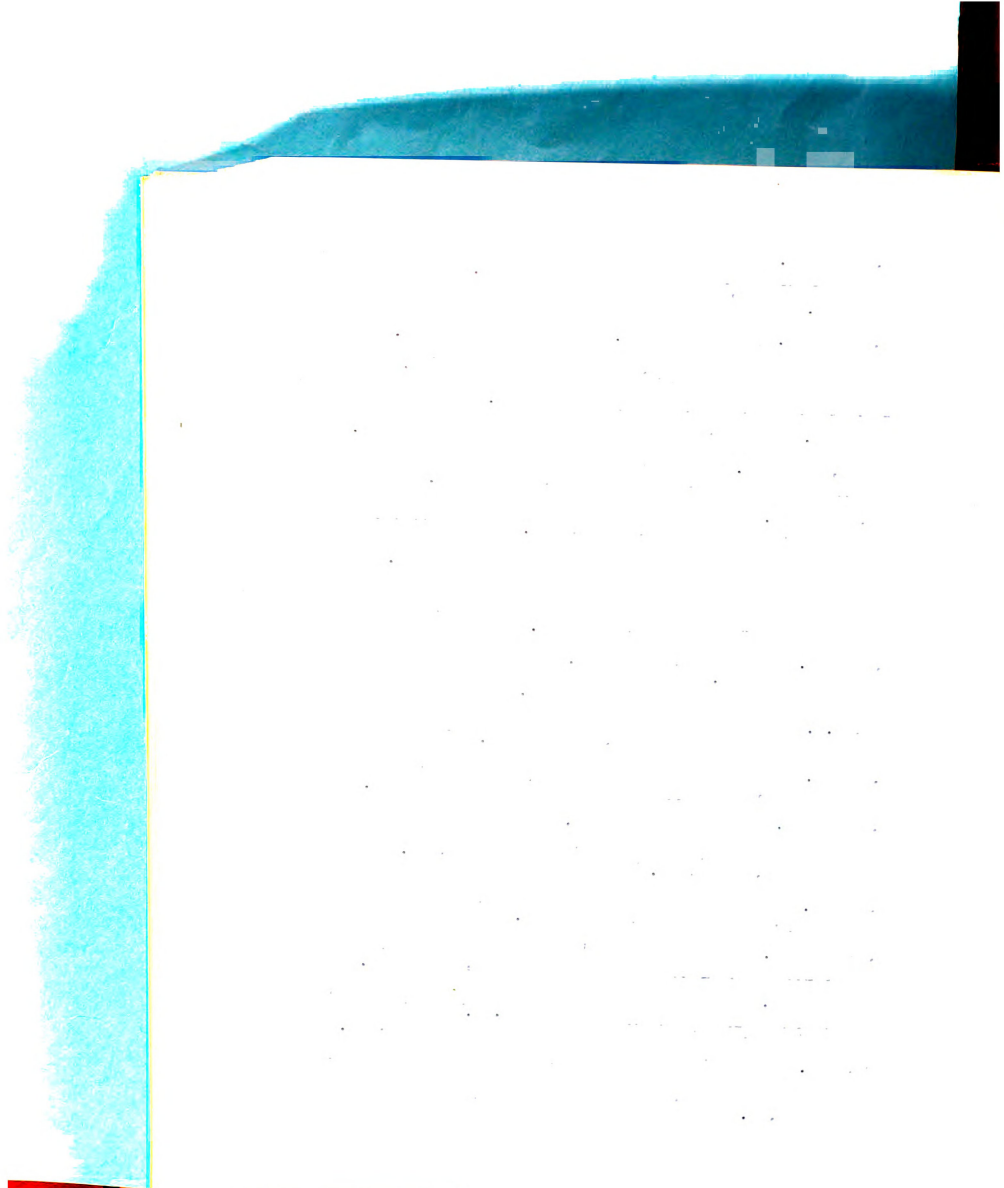
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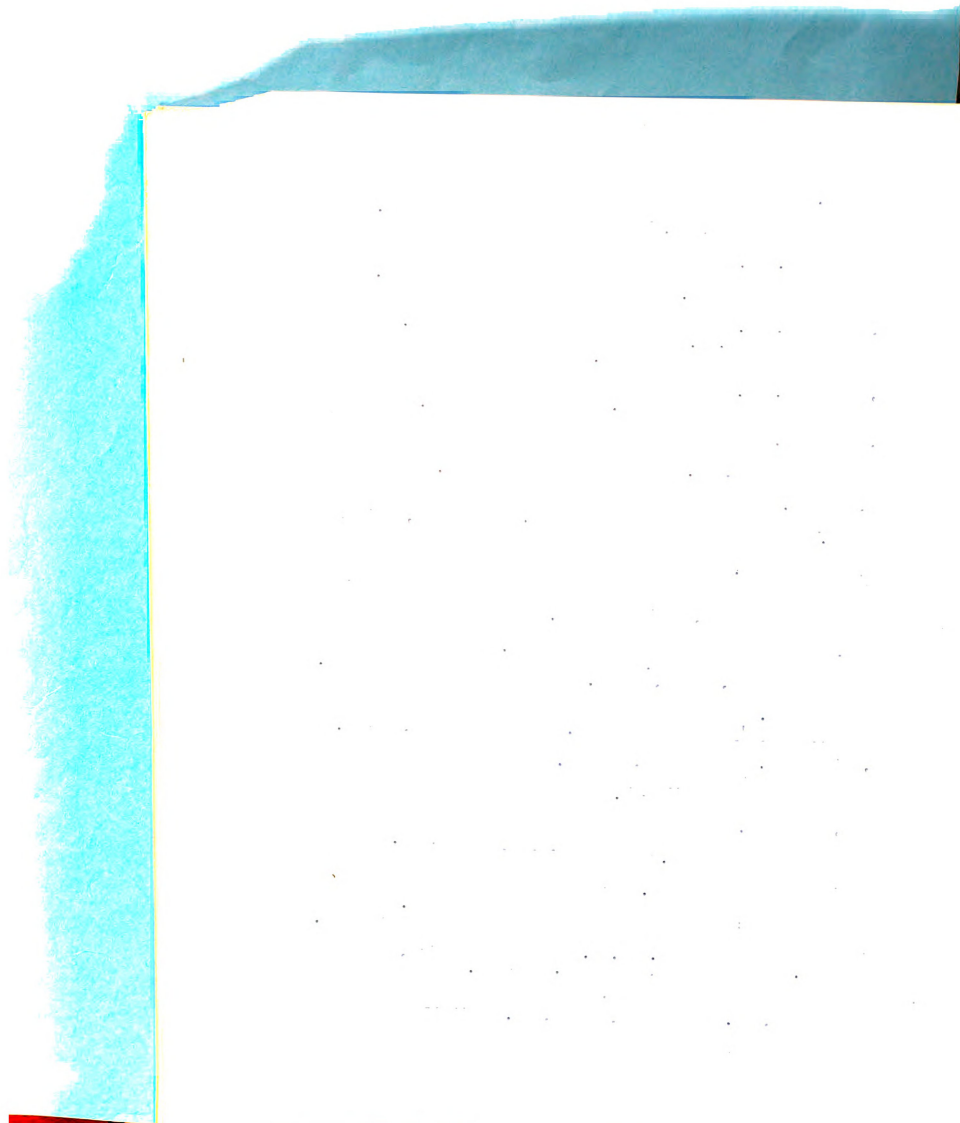
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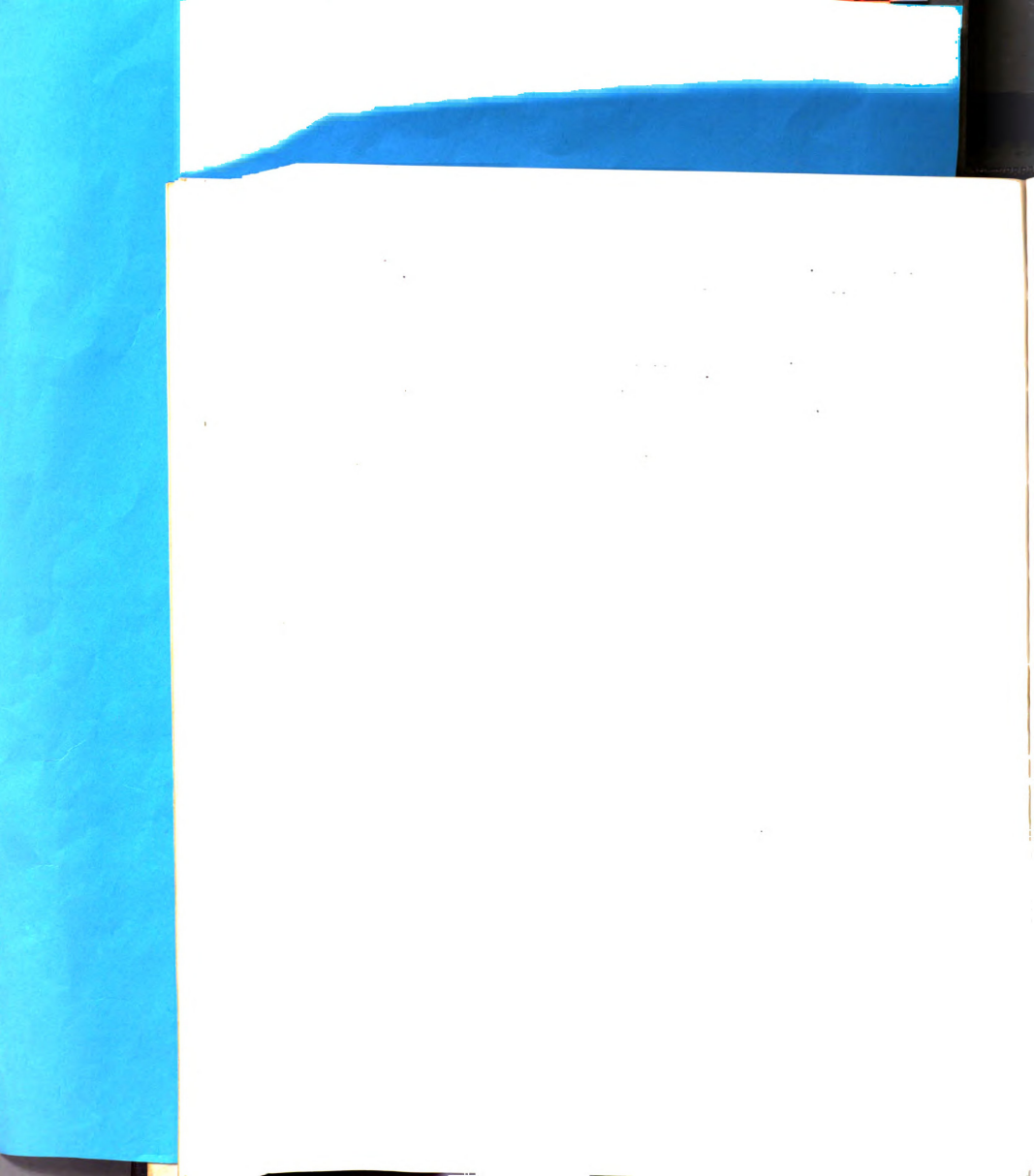
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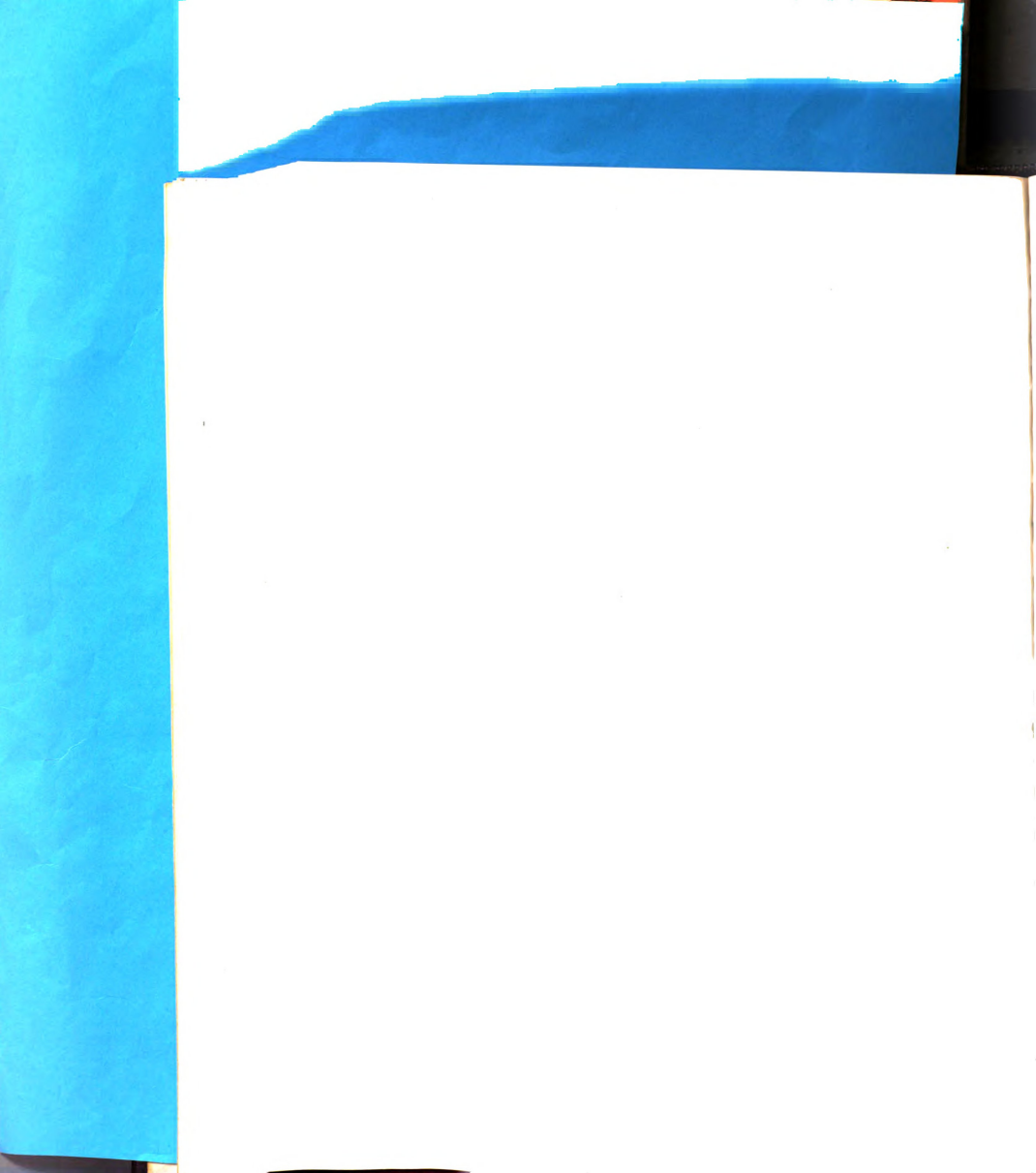
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APPENDIX A-1

TRIAL INSTRUMENT FOR PUBLIC SCHOOL SUPERINTENDENTS
AND PROFESSORS OF EDUCATIONAL ADMINISTRATION

EDUCATION: Bachelor's



PSS

CONFIDENTIAL

Identification of individuals and schools will remain confidential and will not appear at any time in the study. The purpose of securing the name of the superintendent and school is to facilitate any necessary follow-up mailing for those not responding to the initial request.

Name

Name of School

School Address

Degree:

Bachelors

Masters

One or more years
beyond Masters

Doctors

PSS INDEX

DIRECTIONS:

On the following two pages is a list of thirty-seven characteristics associated with the functions of a public school superintendent. Please examine each characteristic as it applies to you. Then do three things with each of the characteristics.

First, in column I, describe how you think you are in terms of these characteristics. To do so, decide how much of the time each of the thirty-seven characteristics describes you as

Identification of
 dental and other
 purposes of
 is to facilitate
 not recommended

END PAGE

DIRECTIONS:

On the following two pages is a list of thirty-seven
 characteristics associated with the functions of a
 public school superintendent. Please examine each
 characteristic as it applies to you. Then do three
 things with each of the characteristics.
 First, in column I, describe how you think you are
 in terms of these characteristics. To do so,
 decide how much of the time each of the thirty-
 seven characteristics describes you as

as superintendent. At the top of column I is a list of five possible responses. Choose the response which best indicates how much of the time each characteristic is descriptive of you. Place the number (1,2,3,4,5) of the response which you have chosen in the blank opposite each characteristic.

Second, in column II, describe how you feel about being this way. To do so, decide how you feel about each of the thirty-seven characteristics which you have described in column I. At the top of column II is a list of five possible responses. Choose the one response which best describes how you feel about being this way for each characteristic. Place the number (1,2,3,4,5) of the response which you have chosen in the blank opposite each characteristic.

Third, in column III, describe how you would like to be ideally. To do so, decide how much of the time you would like each of the thirty-seven characteristics to be descriptive of you ideally. At the top of column III is a list of five possible responses. Choose the response which best indicates how much of the time you would like this characteristic to describe you as superintendent ideally. Place the number (1,2,3,4,5) of the response which you have chosen in the blank opposite each characteristic.

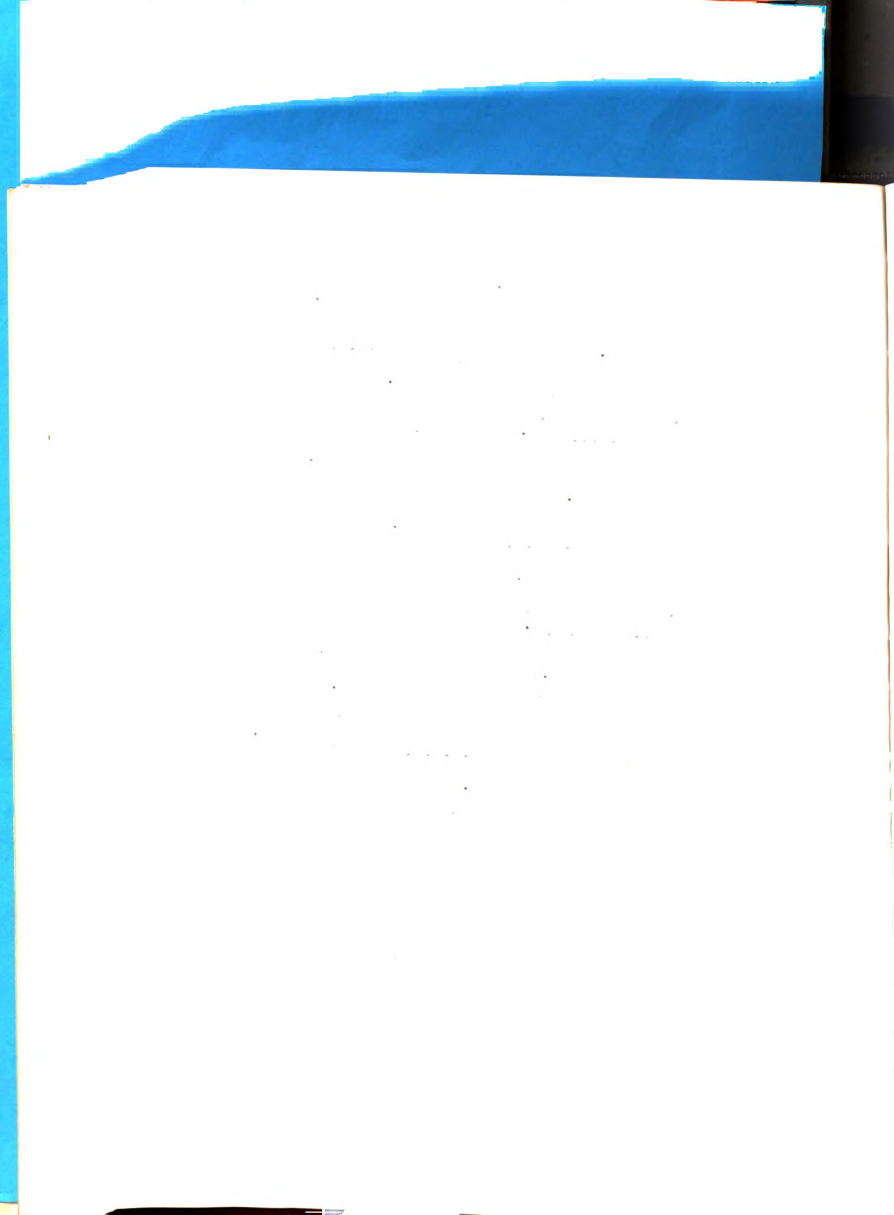
EXAMPLE:

I FEEL ADEQUATE

A. Developing lunch program

I FEEL ADEQUATE

1. Developing satisfactory relationships with the board of education.
2. Developing procedures for selecting qualified professional and nonprofessional personnel.
3. Developing and administering a plan for discovering the educational needs of all the normal, exceptional and handicapped children and youth of the community including the administration.
4. Developing a plan for keeping the school census accurate, continuous, and up-to-date.



PSS INDEX - A

Characteristics of the functions of public school superintendents	Column I	Column II	Column III
	How much of the time do you be- lieve the following char- acteristics de- scribe you as a superintendent?	How do you feel about being this way?	Ideally, how much of the time would you like each of the following characteristics to describe you as a superin- tendent?
	1. Seldom	1. Very much	1. Seldom
	2. Occasionally	dislike	2. Occasionally
	3. About half	2. Dislike	3. About half
	of the time	3. Neither	the time
	4. Good deal of	like or	4. Good deal
	the time	dislike	of the time
	5. Most of the	4. Like	5. Most of
	time	5. Very much	the time
		like	

EXAMPLE:

I FEEL ADEQUATE IN:

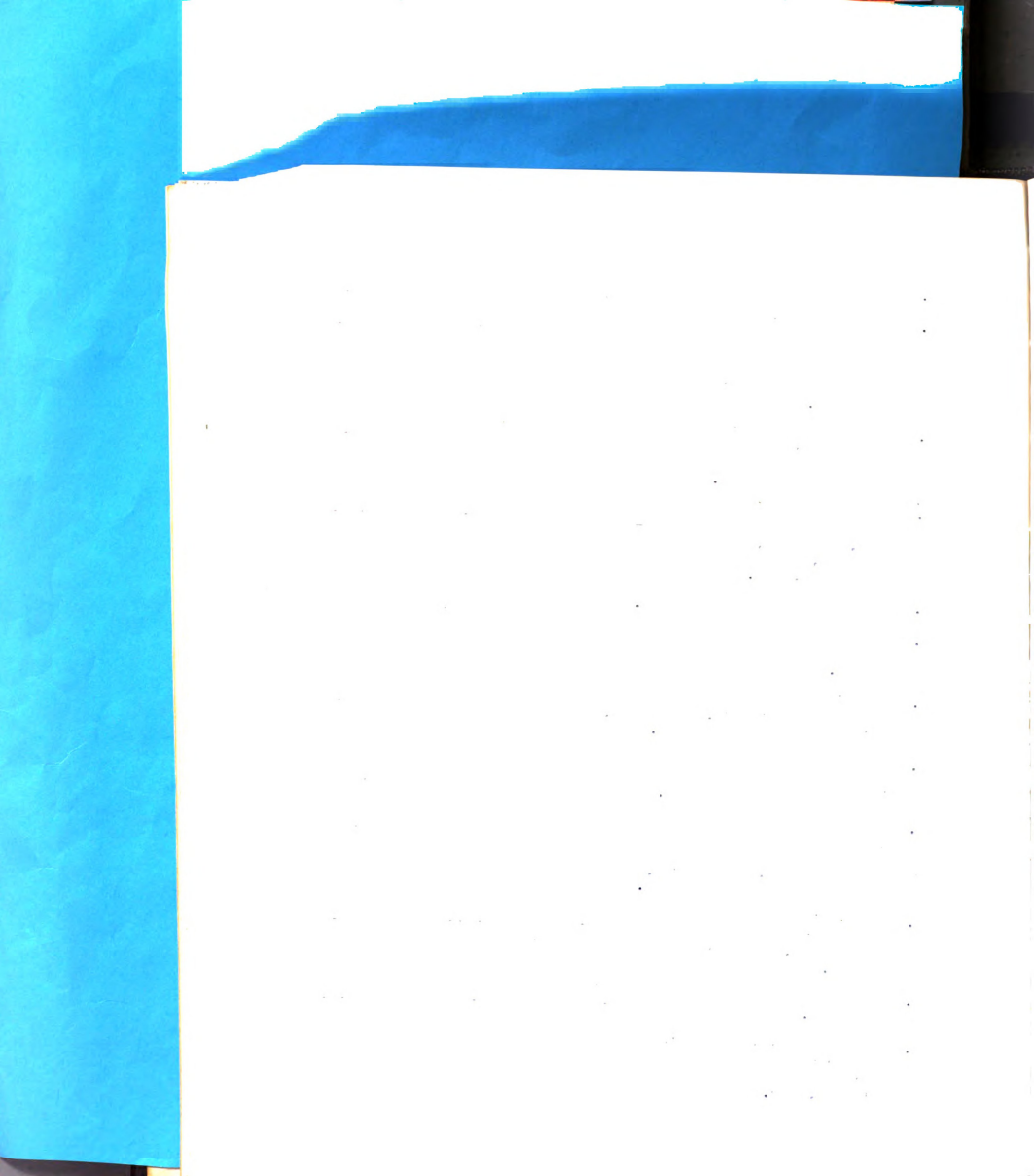
A. Developing a school
lunch program445

I FEEL ADEQUATE IN:

1. Developing and maintaining
satisfactory relation-
ships with the board
of education.
2. Developing procedures
for selecting qualified
professional and nonpro-
fessional personnel.
3. Developing and adminis-
tering a plan for dis-
covering the educational
needs of all the normal,
exceptional and handicapped
children and youth of the
community including the adults.
4. Developing a plan for
keeping the school census
accurate, continuous,
and up-to-date.



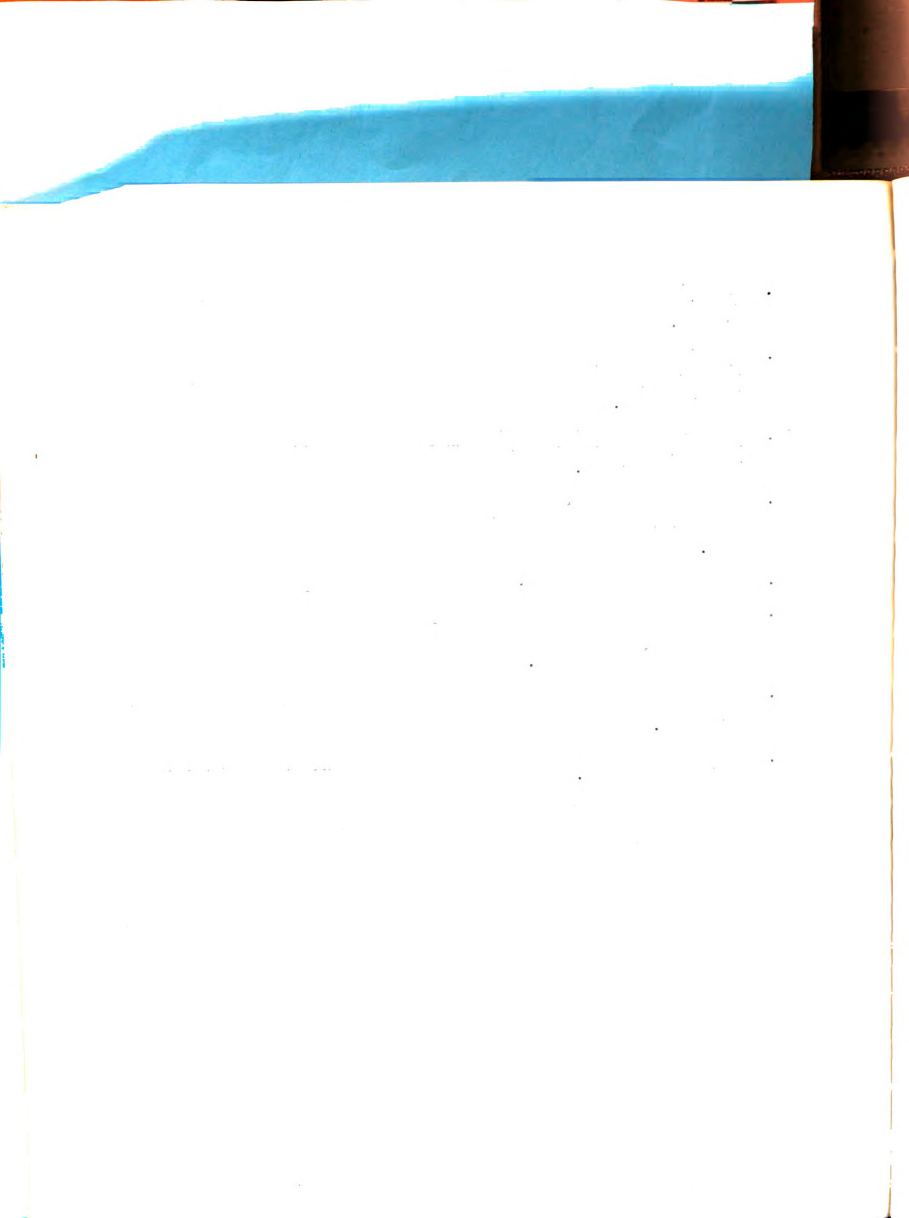
- | | | | | |
|-----|---|-------|-------|-------|
| 5. | Preparing the school budget | _____ | _____ | _____ |
| 6. | Formulating with the board of education written rules and regulations governing board procedures, duties and responsibilities of employees. | _____ | _____ | _____ |
| 7. | Determining the size and the character of the work load for professional and nonprofessional personnel. | _____ | _____ | _____ |
| 8. | Planning the school program to provide adequate instruction, guidance, and health services, extra-curricular activities, etc. | _____ | _____ | _____ |
| 9. | Improving school attendance. | _____ | _____ | _____ |
| 10. | Preparing financial reports to the board and to the public. | _____ | _____ | _____ |
| 11. | Familiarizing the board with changes in the aims, curricula, and methods of the school. | _____ | _____ | _____ |
| 12. | Discovering and capitalizing upon the strong points of individual staff members. | _____ | _____ | _____ |
| 13. | Providing for continuous evaluation of the outcomes of the school program in terms of aims, objectives, and purposes of the school. | _____ | _____ | _____ |
| 14. | Developing and administering a plan for classifying, evaluating, and promoting pupils. | _____ | _____ | _____ |
| 15. | Preparing the salary schedule. | _____ | _____ | _____ |
| 16. | Presenting recommendations and proposals to the board such as new policies, budgets, etc. | _____ | _____ | _____ |



17. Orienting new and re-assigning personnel. _____
18. Articulating the elementary and secondary programs. _____
19. Administering a system of pupil records of attendance, progress, etc. _____
20. Administering a system of financial accounting. _____
21. Planning a long-range building program. _____
22. Acquainting the community with the needs, accomplishments, aims, purposes, and methods of the school. _____
23. Securing staff participation in the study of system-wide problems. _____
24. Determining the need for an in-service teacher training program. _____
25. Developing a satisfactory program of insurance for building, transportation, accidents, etc. _____
26. Developing a satisfactory method of reporting pupil progress to parents. _____
27. Providing conditions which stimulate and encourage continuous professional growth and improvement by the staff. _____
28. Determining community needs and resources. _____
29. Providing for pupils to participate in formulating policies which affect them. _____

17. Orienting and assigning pupils to the program.
18. Articulating the program and assessing its impact.
19. Administering the pupil program.
20. Administering the financial program.
21. Planning and building the program.
22. Adapting the program with emphasis on aims, objectives, and content of the program.
23. Securing the program in the community.
24. Determining the in-service needs of the program.
25. Developing a staff program of in-service training, development, building, transportation, accident, etc.
26. Developing a staff method of reporting progress to parents.
27. Providing conditions which stimulate and encourage continuous professional growth and improvement of the staff.
28. Determining community needs and resources.
29. Providing for pupils to participate in formulating policies which affect them.

- | | | | |
|-----|---|-------|-------|
| 30. | Determining the best plan for financing the building program. | _____ | _____ |
| 31. | Securing community cooperation and participation in the improvement of the school system. | _____ | _____ |
| 32. | Organizing a public campaign in the school district for increased revenue. | _____ | _____ |
| 33. | Providing for staff members to participate in formulating policies which affect them. | _____ | _____ |
| 34. | Planning staff meetings. | _____ | _____ |
| 35. | Providing for continuous study and revision of the objectives, aims and purposes of the school. | _____ | _____ |
| 36. | Formulating a policy of community use of school buildings. | _____ | _____ |
| 37. | Developing procedures of office management. | _____ | _____ |



PEA INDEX

CONFIDENTIAL

Identification of individuals will remain confidential and will not appear at any time in the study. The purpose of securing the name and address of the Professor of Educational Administration is to facilitate any necessary follow-up mailing for those not responding to the initial request.

Name

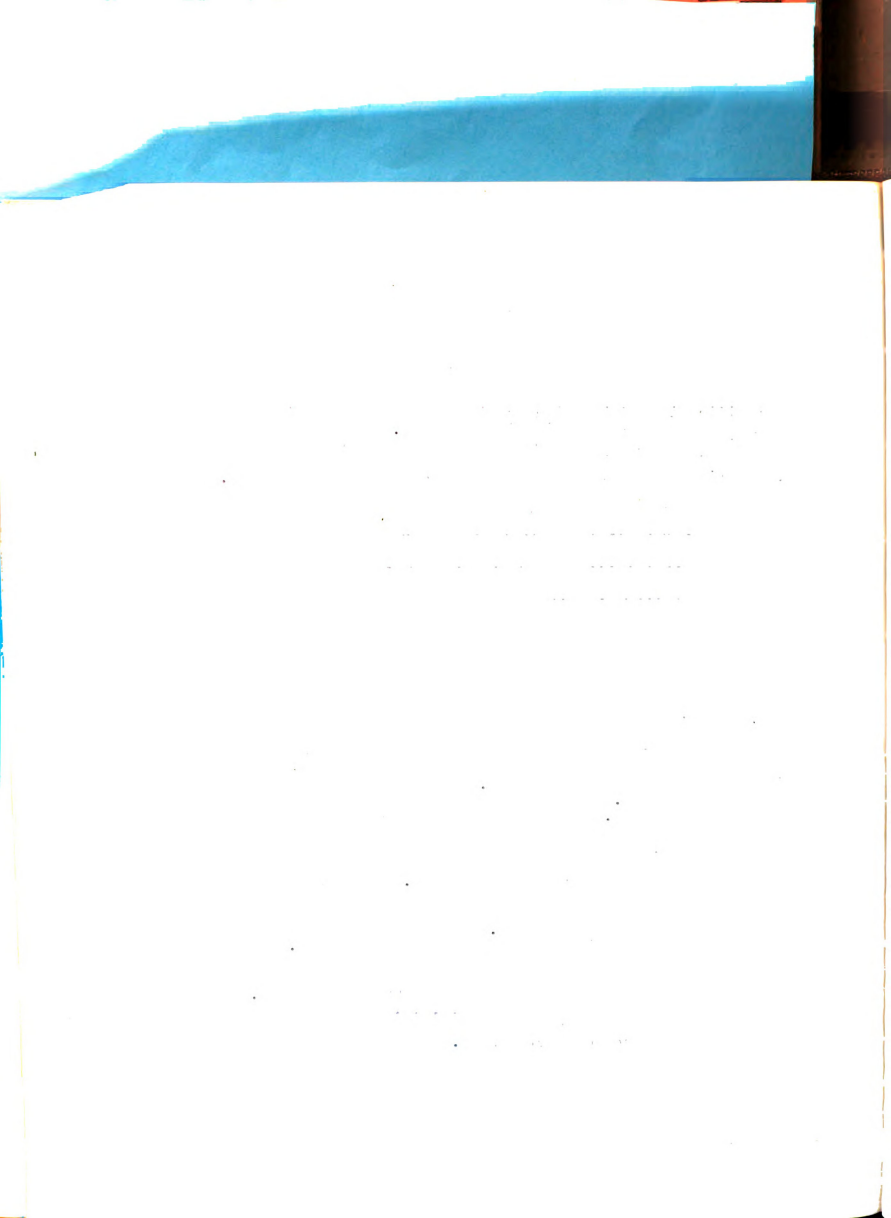
Address

PEA INDEX - A

DIRECTIONS:

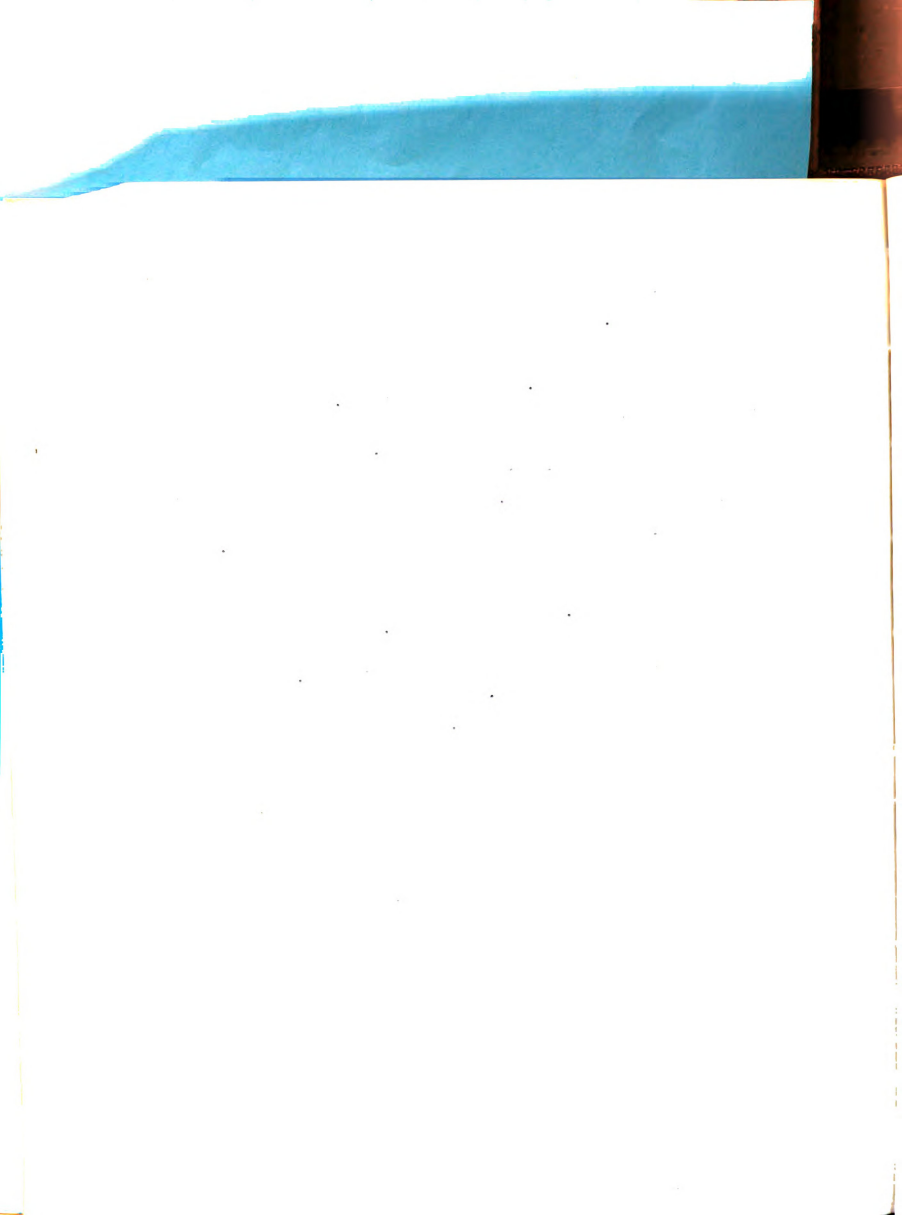
On the following two pages is a list of thirty-seven characteristics associated with the functions of a public school superintendent. Please examine each characteristic. Then do three things with each of the characteristics.

First, in column I, describe how you believe the public school superintendents are in terms of these characteristics. To do so, decide how much of the time you believe each of the thirty-seven characteristics describes superintendents. At the top of column I is a list of five possible responses. Choose the response which best indicates how much of the time you believe each characteristic describes superintendents. Place the number (1,2,3,4,5) of the response which you have chosen in the blank opposite each characteristic.



Second, in column II, describe how you feel about public school superintendents being this way. To do so, decide how you feel about public school superintendents being this way about each of the thirty-seven characteristics which you have described in column I. At the top of column II is a list of five possible responses. Choose the one response which best indicates how you feel about superintendents being this way for each characteristic. Place the number (1,2,3,4,5) of the response which you have chosen in the blank opposite each characteristic.

Third, in column III, describe how you would like public school superintendents to be ideally. To do so, decide how much of the time you would like each of the thirty-seven characteristics to describe superintendents ideally. At the top of column III is a list of five possible responses. Choose the response which best indicates how much of the time you would like these characteristics to describe superintendents ideally. Place the number (1,2,3,4,5) of the response which you have chosen in the blank opposite each characteristic.



PEA INDEX - A

Characteristics of
the functions of
public school
superintendents

Column I	Column II	Column III
How much of the time do you believe the following characteristics describe superintendents?	How do you feel about superintendents being this way?	Ideally, how much of the time would you like these characteristics to be descriptive of superintendents?
1. Seldom	1. Very much	1. Seldom
2. Occasionally	dislike	2. Occasionally
3. About half	2. Dislike	3. About half
of the time	3. Neither	of the time
4. Good deal of	like or	4. Good deal
the time	dislike	of the time
5. Most of the	4. Like	5. Most of
time	5. Very much	the time
	like	

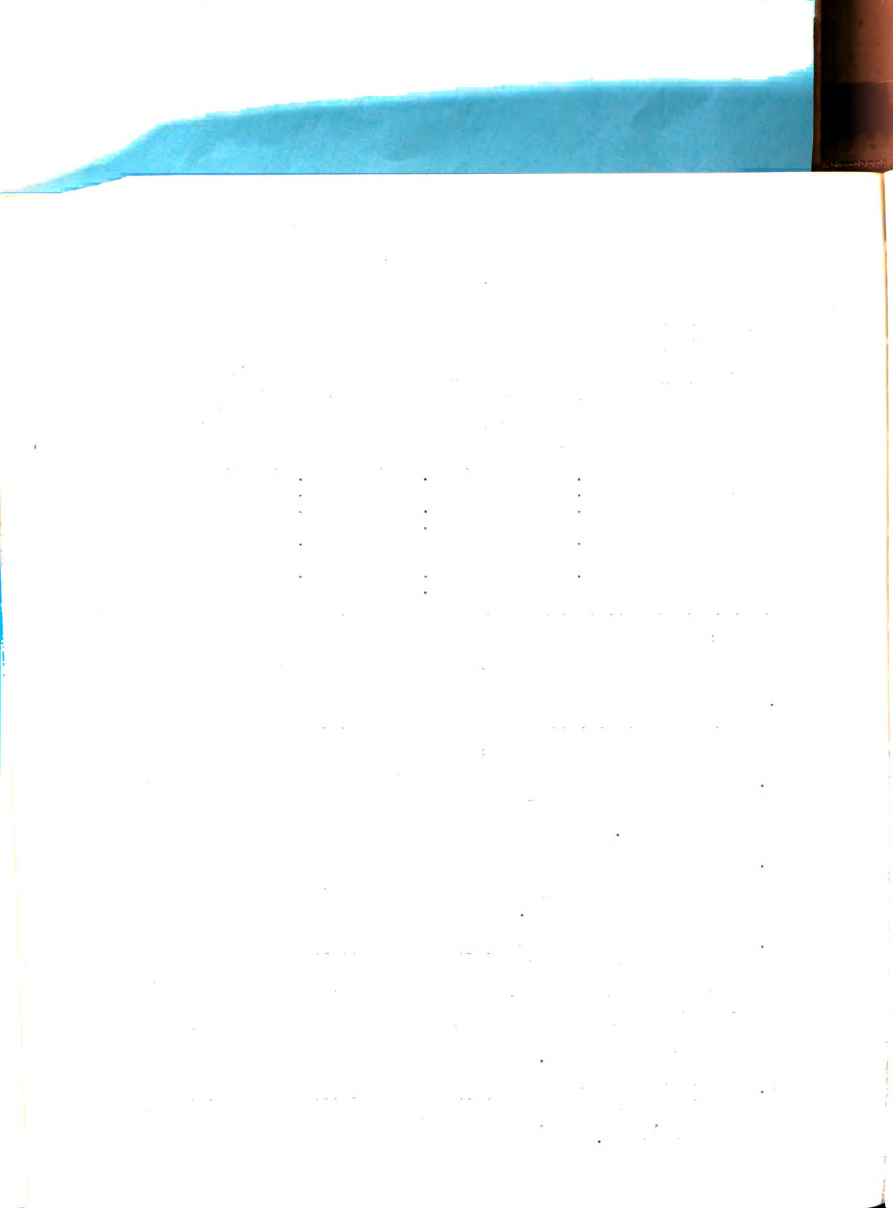
EXAMPLE:

SUPERINTENDENTS ARE ADEQUATE IN:

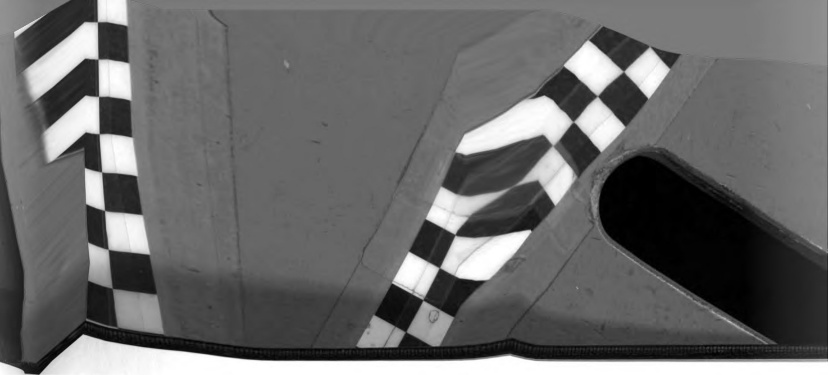
A. Developing a school lunch program	<u>4</u>	<u>4</u>	<u>5</u>
--------------------------------------	----------	----------	----------

SUPERINTENDENTS ARE ADEQUATE IN:

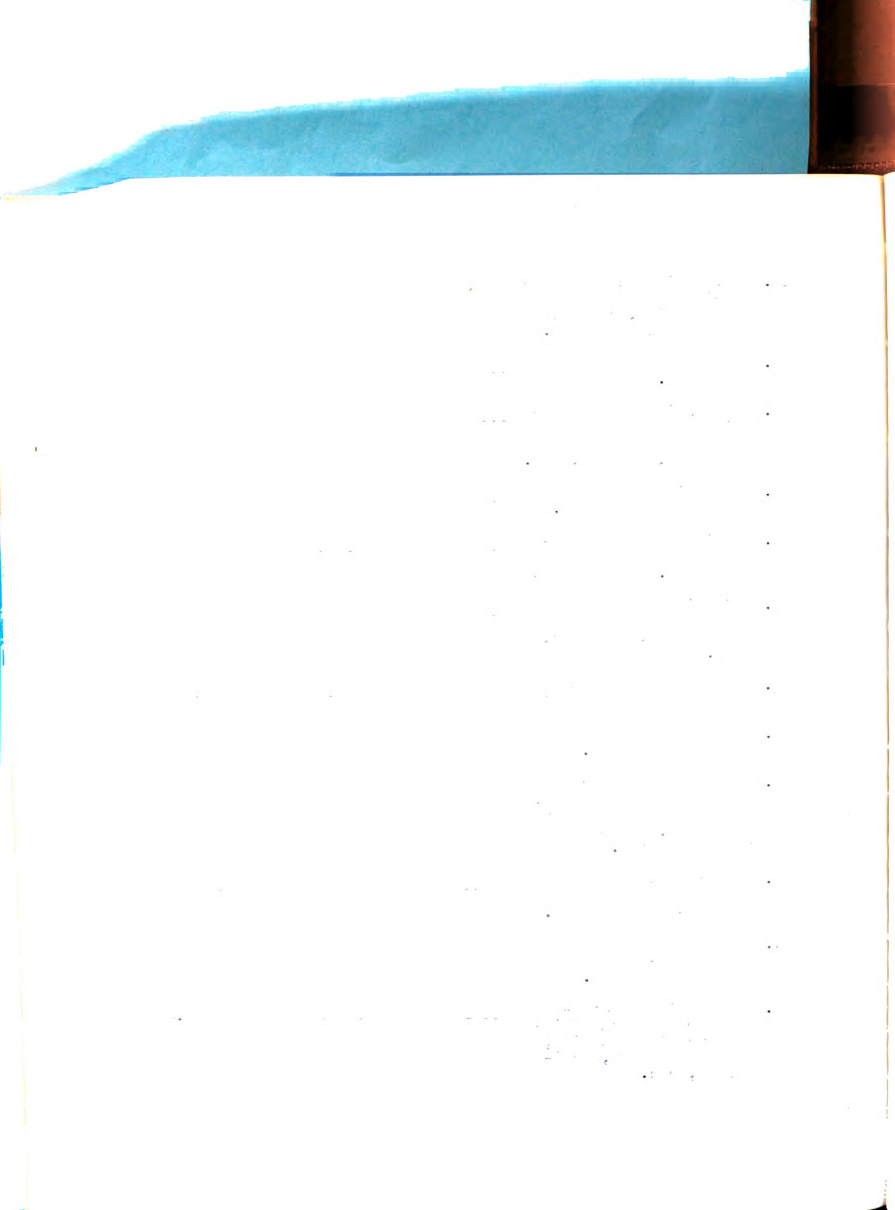
1. Developing and maintaining satisfactory relationships with the board of education.	_____	_____	_____
2. Developing procedures for selecting qualified professional and non-professional personnel.	_____	_____	_____
3. Developing and administering a plan for discovering the educational needs of all the normal, exceptional and handicapped children and youth of the community including the adults.	_____	_____	_____
4. Developing a plan for keeping the school census accurate, continuous, and up-to-date.	_____	_____	_____



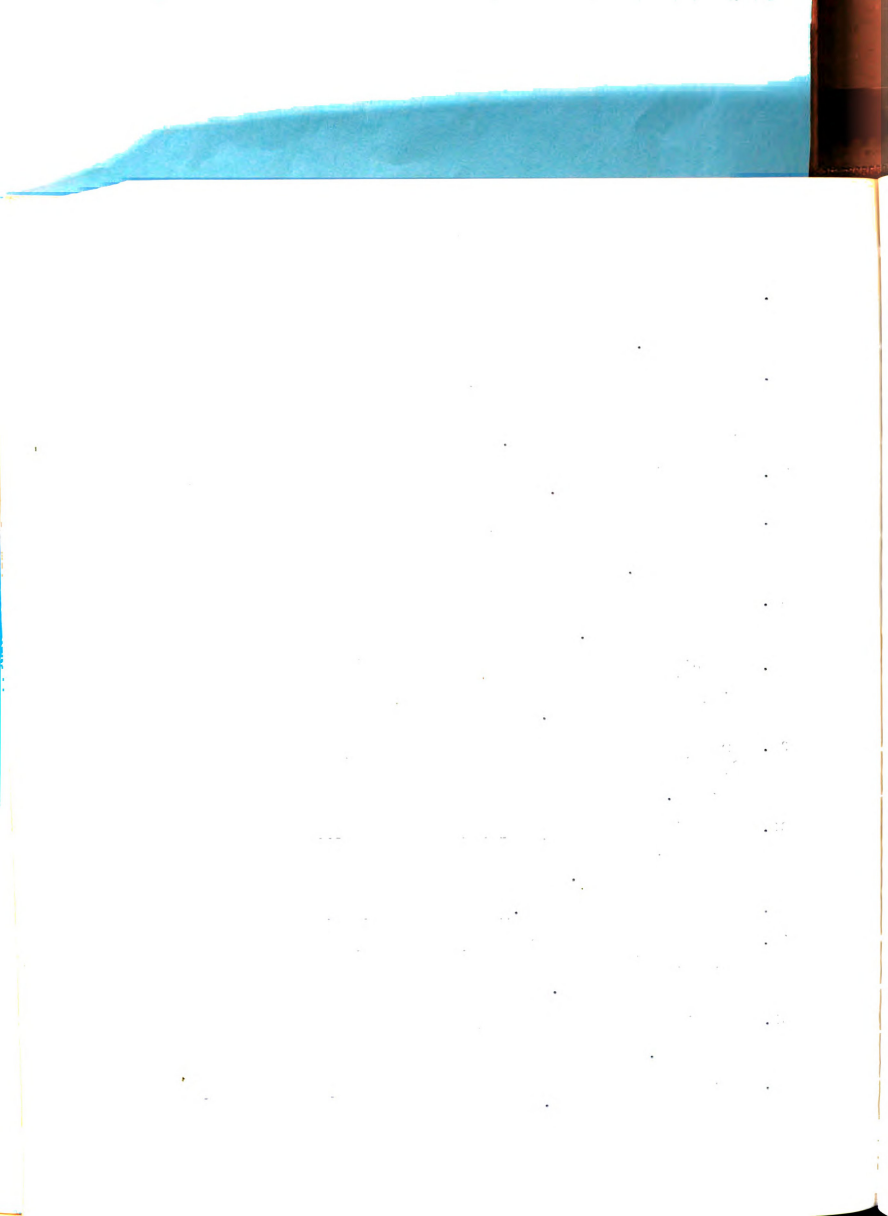
- | | | | | |
|-----|---|-------|-------|-------|
| 5. | Preparing the school budget. | _____ | _____ | _____ |
| 6. | Formulating with the board of education written rules and regulations governing board procedures, duties and responsibilities of employees. | _____ | _____ | _____ |
| 7. | Determining the size and the character of the work load for professional and nonprofessional personnel. | _____ | _____ | _____ |
| 8. | Planning the school program to provide adequate instruction, guidance, and health services, extra-curricular activities, etc. | _____ | _____ | _____ |
| 9. | Improving school attendance. | _____ | _____ | _____ |
| 10. | Preparing financial reports to the board and to the public. | _____ | _____ | _____ |
| 11. | Familiarizing the board with changes in the aims, curricula, and methods of the school. | _____ | _____ | _____ |
| 12. | Discovering and capitalizing upon the strong points of individual staff members. | _____ | _____ | _____ |
| 13. | Providing for continuous evaluation of the outcomes of the school program in terms of aims, objectives, and purposes of the school. | _____ | _____ | _____ |



- | | | | | |
|-----|---|-------|-------|-------|
| 14. | Developing and administering a plan for classifying, evaluating, and promoting pupils. | _____ | _____ | _____ |
| 15. | Preparing the salary schedule. | _____ | _____ | _____ |
| 16. | Presenting recommendations and proposals to the board such as new policies, budgets, etc. | _____ | _____ | _____ |
| 17. | Orienting new and re-assigning personnel. | _____ | _____ | _____ |
| 18. | Articulating the elementary and secondary programs. | _____ | _____ | _____ |
| 19. | Administering a system of pupil records of attendance, progress, etc. | _____ | _____ | _____ |
| 20. | Administering a system of financial accounting | _____ | _____ | _____ |
| 21. | Planning a long-range building program. | _____ | _____ | _____ |
| 22. | Acquainting the community with the needs, accomplishments, aims, purposes, and methods of the school. | _____ | _____ | _____ |
| 23. | Securing staff participation in the study of system-wide problems. | _____ | _____ | _____ |
| 24. | Determining the need for an in-service teacher training program. | _____ | _____ | _____ |
| 25. | Developing a satisfactory program of insurance for building, transportation, accidents, etc. | _____ | _____ | _____ |



- | | | | | |
|-----|---|-------|-------|-------|
| 26. | Developing a satisfactory method of reporting pupil progress to parents. | _____ | _____ | _____ |
| 27. | Providing conditions which stimulate and encourage continuous professional growth and improvement by the staff. | _____ | _____ | _____ |
| 28. | Determining community needs and resources. | _____ | _____ | _____ |
| 29. | Providing for pupils to participate in formulating policies which affect them. | _____ | _____ | _____ |
| 30. | Determining the best plan for financing the building program. | _____ | _____ | _____ |
| 31. | Securing community cooperation and participation in the improvement of the school system. | _____ | _____ | _____ |
| 32. | Organizing a public campaign in the school district for increased revenue. | _____ | _____ | _____ |
| 33. | Providing for staff members to participate in formulating policies which affect them. | _____ | _____ | _____ |
| 34. | Planning staff meetings. | _____ | _____ | _____ |
| 35. | Providing for continuous study and revision of the objectives, aims and purposes of the school. | _____ | _____ | _____ |
| 36. | Formulating a policy of community use of school buildings. | _____ | _____ | _____ |
| 37. | Developing procedures of office management. | _____ | _____ | _____ |



APPENDIX A-2

LETTER TO SUPERINTENDENTS

March 23, 1959

Mr. John Doe, Superintendent
John Q. Public Schools
John Q, Michigan

Dear Mr. Doe:

I am in the process of conducting an investigation which will permit me to examine the adequacy of public school superintendents in Michigan. An investigation of this sort may reveal the kinds of information which can help in extending the professionalization of public school superintendents through educational administration programs in institutions of higher learning.

The purpose of this letter is to secure your assistance in becoming a member of a group for pretesting the data-gathering instrument developed for this study.

Provisions have been made for the group to meet in the faculty lounge of the College of Education building for coffee at 2:30 P.M. on Thursday, April 2, 1959. Perhaps you may wish to take this opportunity to meet with some of your AES or other College of Education staff. At 3:00 P.M. the group will move to a room provided for the pretest session. The actual time necessary for completing the instrument will be approximately forty-five minutes.

An addressed post card is enclosed for you to indicate your response to this request.

I wish to express my appreciation for you taking the time to consider this matter and hope to see you on April 2nd.

Sincerely,

Gil Edson



- _____ I would like to assist in this study.
- _____ I can meet on April 2nd with the group.
- _____ I cannot meet with the group on April 2nd,
but can meet with you individually. Please
telephone me to arrange a meeting time.
- _____ I am not able to participate in this study.

Signed: _____

DIRECTIONS FOR COMMITTEE OF EXPERTS

1. On the following three pages is a list of thirty-seven characteristic activities associated with the public school superintendency. The list has been divided into five main areas of educational administration.

Please make an assignment of the items in each area in terms of their significance for the purposes of public school superintendents in Michigan.

APPENDIX A-3

DIRECTIONS FOR COMMITTEE OF EXPERTS

2. Add those characteristic activities of public school superintendents in Michigan you feel are important and have been omitted from the list. Assigning the area you would place them in and their relative rank in the area.

DIRECTIONS FOR COMMITTEE OF EXPERTS

1. On the following three pages is a list of thirty-seven characteristic activities associated with the public school superintendency. The list has been divided into five main areas of educational administration.

Please make an alignment of the items in each area in terms of their significance for the success of public school superintendents in Michigan.

Considering each area separately, place a "1" before the item you consider most important for the success of superintendents. Next, place a "2" before the item you consider next important. Do this until all the items have been ranked in each area.

2. Add those characteristic activities of public school superintendents in Michigan you feel are important and have been omitted from the list. Indicate the area you would place them in and their position or rank in the area.

CHARACTERISTIC ACTIVITIES OF PUBLIC SCHOOL SUPERINTENDENTS

ADMINISTRATIVE LEADERSHIP

- ___ Developing and maintaining satisfactory relationships with the board of education.
- ___ Formulating with the board of education written rules and regulations governing board procedures, duties, and responsibilities of employees.
- ___ Familiarizing the board with changes in the aims, curricula, and methods of the school.
- ___ Presenting recommendations and proposals to the board such as new policies, budgets, etc.
- ___ Acquainting the community with the needs, accomplishments, aims, purposes, and methods of the school.
- ___ Determining community needs and resources.
- ___ Securing community cooperation and participation in the improvement of the school system.
- ___ Organizing a public campaign in the school district for increased revenue.

PERSONNEL ADMINISTRATION

- ___ Developing procedures for selecting qualified professional and nonprofessional personnel.
- ___ Determining the size and the character of the work load for professional and nonprofessional personnel.
- ___ Discovering and capitalizing upon the strong points of individual staff members.
- ___ Orienting new and re-assigning personnel.
- ___ Securing staff participation in the study of system-wide problems.
- ___ Providing conditions which stimulate and encourage continuous professional growth and improvement by the staff.

- _____ Providing for staff members to participate in formulating policies which affect them.
- _____ Planning staff meetings.

ADMINISTRATION OF THE SCHOOL PROGRAM

- _____ Developing and administering a plan for discovering the educational needs of all the normal, exceptional and handicapped children and adults of the community.
- _____ Planning the school program to provide adequate instruction, guidance, and health services, extra-curricular activities, etc.
- _____ Providing for continuous evaluation of the outcomes of the school program in terms of aims, objectives, and purposes of the school.
- _____ Articulating the elementary and secondary programs.
- _____ Determining the need for an in-service teacher training program.
- _____ Providing for continuous study and revision of the objectives, aims, and purposes of the school.

ADMINISTRATION OF PUPIL PERSONNEL

- _____ Developing a plan for keeping the school census accurate, continuous, and up-to-date.
- _____ Improving school attendance.
- _____ Developing and administering a plan for classifying, evaluating, and promoting pupils.
- _____ Administering a system of pupil records of attendance, progress, etc.
- _____ Developing a satisfactory method of reporting pupil progress to parents.
- _____ Providing for pupils to participate in formulating policies which affect them.

Providing for the
Police watch

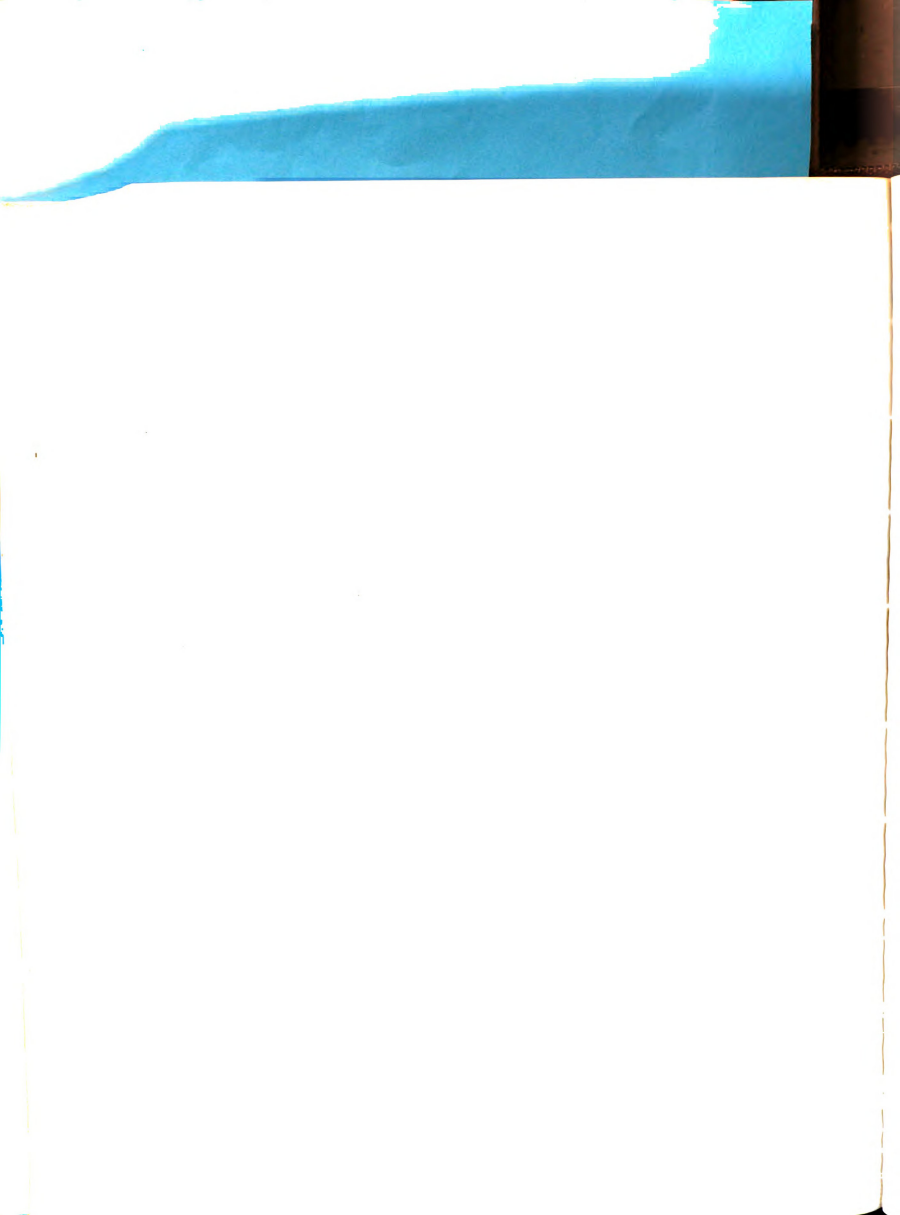
ADMINISTRATION OF BUSINESS AFFAIRS

- _____ Preparing the school budget: securing accurate data in regard to the needs of the total educational program, available revenue, and allocation of revenue in terms of total educational program.
- _____ Preparing financial reports to the board and to the public.
- _____ Preparing the salary schedule.
- _____ Administering a system of financial accounting.
- _____ Planning a long-range building program.
- _____ Developing a satisfactory program of insurance for buildings, transportation, accidents, etc.
- _____ Determining the best plan for financing the building program.
- _____ Formulating a policy of community use of school buildings.
- _____ Developing procedures of office management.



APPENDIX A-4

RANKING OF ITEMS IN EACH AREA BY COMMITTEE OF EXPERTS



RANKING OF ITEMS IN EACH AREA BY COMMITTEE OF EXPERTS

The items in each area were ranked according to numerical value based on the following rule for scoring:

Each item is to receive a numerical value based on its ranking in the area. An item ranked first receives a value of one. An item ranked second receives a value of two, etc. This is done for all five areas. In selecting the items, the lower the total value the higher the ranking. In cases where item total values are equal, the item with the lowest numbers is to be selected.

Area 1

ADMINISTRATIVE LEADERSHIP

Item	Experts			Total Value	Ranking
	A	B.	C		
1	2	7	7	16	7
2	1	4	5	10	4
3	4	6	4	14	5
4	5	5	6	16	6
5	7	1	1	9	1
6	3	3	3	9	2
7	6	2	2	10	3
8	8	8	8	24	8

SAVING OF

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Area 2

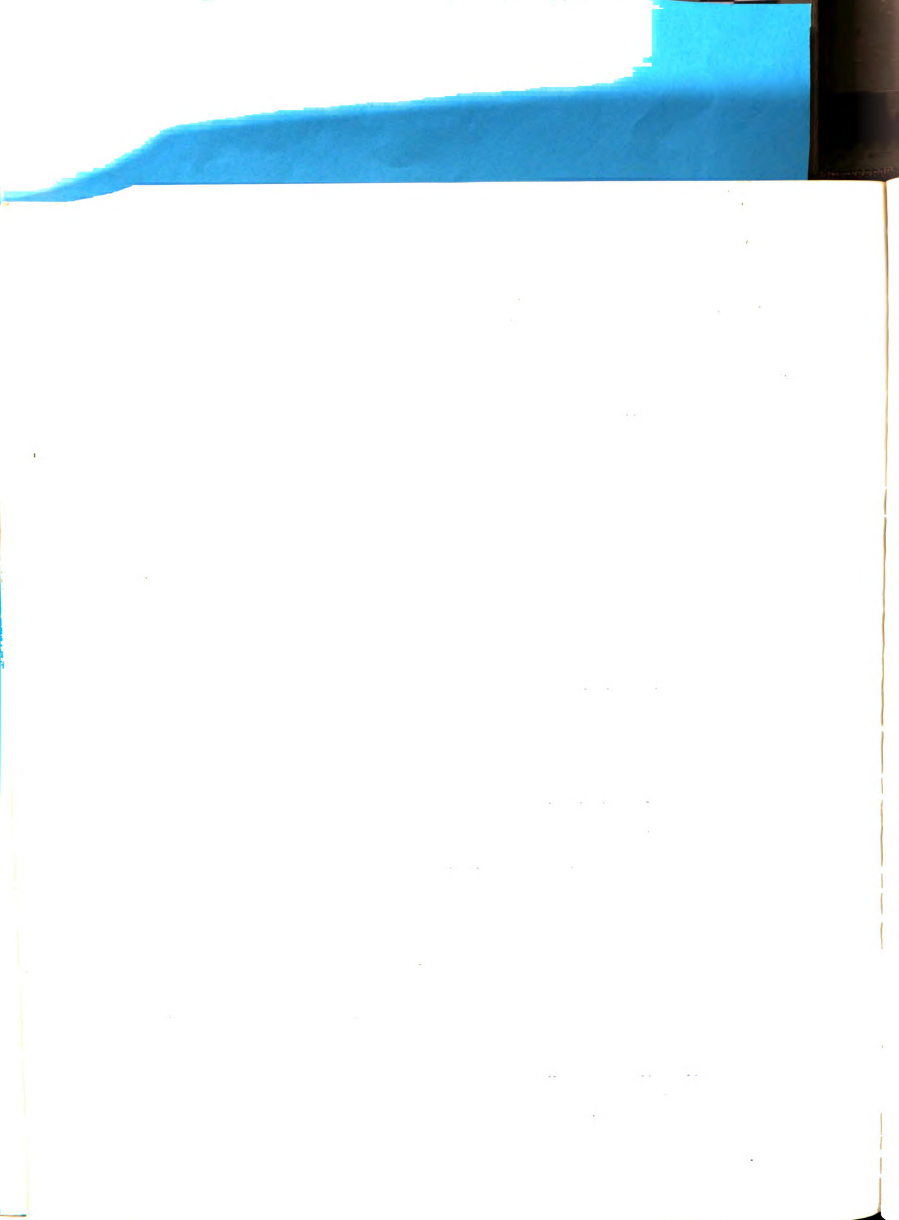
PERSONNEL ADMINISTRATION

Item	Experts			Total Value	Ranking
	A	B	C		
1	1	2	1	4	1
2	3	3	6	12	4
3	2	4	3	9	2
4	7	7	7	21	7
5	4	6	2	12	5
6	5	1	4	10	3
7	6	5	5	16	6
8	8	8	8	24	8

Area 3

ADMINISTRATION OF THE SCHOOL PROGRAM

Item	Experts			Total Value	Ranking
	A	B	C		
1	5	1	1	7	1
2	1	2	4	7	2
3	2	3	2	7	3
4	6	4	4	14	6
5	3	5	5	13	5
6	4	6	3	13	4



Area 4

ADMINISTRATION OF PUPIL PERSONNEL

Item	Experts			Total Value	Ranking
	A	B	C		
1	1	6	3	10	3
2	6	2	6	14	6
3	2	1	2	5	1
4	3	5	3	12	4
5	4	3	1	8	2
6	5	4	5	14	5

Area 5

ADMINISTRATION OF BUSINESS AFFAIRS

Item	Experts			Total Value	Ranking
	A	B	C		
1	1	1	2	4	1
2	2	8	1	11	2
3	6	3	4	13	4
4	8	2	3	13	3
5	5	5	6	16	5
6	3	7	8	18	7
7	7	6	7	20	8
8	4	9	5	18	6
9	9	4	9	22	9





APPENDIX B

FINAL INSTRUMENT FOR SUPERINTENDENTS AND PROFESSORS

Identification of
the purpose of se
y sailing.

Degrees held:

..... Bachelor
..... Master
..... Doctor
..... One y
Master

Number of years

Number of years

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public school sur
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PUBLIC SCHOOL SUPERINTENDENT'S INDEX

CONFIDENTIAL

Identification of individuals and schools will remain confidential and will not appear at any time in the study. The purpose of securing the name of the superintendent, school and address is to facilitate any necessary follow-up mailing.

-----	-----
Name	Age
-----	-----
Name of School	

School Address	

EDUCATIONAL TRAINING

Degrees held:

----- Bachelors	Undergraduate Major	-----
----- Masters	Master's Major	-----
----- Doctors	Doctoral Major	-----
----- One year or more beyond the Master's Degree	Area of Major Emphasis	-----

ADMINISTRATIVE EXPERIENCE

Number of years as a public school superintendent (include 1958 - 59)	-----
Number of years in present position (include 1958 - 59)	-----

DIRECTIONS

On the following two pages is a list of twenty-five characteristic activities associated with the functions of a public school superintendent. Please examine each characteristic as it applies to you. Then do three things with each of the characteristics.

First, in column I, describe how much of the time *you believe* you are adequate as a superintendent in each of the twenty-five characteristics. In column I is a list of five possible responses. Choose the response which you believe best describes how much of the time you are adequate in each of the characteristics. Place the number (1, 2, 3, 4, 5,) of the response which you have chosen in the blank opposite each characteristic.

Second, in column II, describe *how you feel* about your adequacy in each of the characteristics. In column II is a list of five possible responses. Choose the response which best describes how you feel about your adequacy in each of the characteristics. Place the number (1, 2, 3, 4, 5,) of the response you have chosen in the blank opposite each characteristic.

Third, in column III, describe how much of the time *you believe* you should, ideally, be adequate in each of the characteristics. In column III is a list of five possible responses. Choose the response which best describes how much of the time you should, ideally, be adequate in each of the characteristics. Place the number (1, 2, 3, 4, 5,) of the response you have chosen in the blank opposite each characteristic.

CHARACTERISTIC A
PUBLIC SCHOOL S

Example:

A. Developing a sch

1. Acquainting the
lishments, aims

2. Developing pro
sional and non

3. Developing and
the educational
and handicappe

4. Developing and
evaluating, and

5. Preparing the
in regard to th
gram, available
terms of the to

6. Determining c

7. Discovering ar
of individual s

8. Planning the s
struction, guid
activities, etc.

9. Developing a
progress to pe

10. Preparing fin
public.

11. Securing com
in the improv

12. Providing cor
continuous pr
the staff.

13. Providing for
of the school
and purposes

SUPERINTENDENT'S INDEX - A

CHARACTERISTIC ACTIVITIES OF
PUBLIC SCHOOL SUPERINTENDENTS

COLUMN I

How much of the
time do you believe
you are adequate in
the following char-
acteristics?

COLUMN II

How do you feel
about your adequacy
in each of the
characteristics

COLUMN III

How much of the
time do you believe
you should, ideally,
be adequate in each
of the following
characteristics?

1. Seldom
2. Occasionally
3. About half of the time
4. Good deal of the time
5. Most of the time

1. Very much dislike
2. Dislike
3. Neither like or dislike
4. Like
5. Very much like

1. Seldom
2. Occasionally
3. About half of the time
4. Good deal of the time
5. Most of the time

Example:

- A.** Developing a school lunch program.

4

4

5

1. Acquainting the community with the needs, accomplishments, aims, purposes, and methods of the school
2. Developing procedures for selecting qualified professional and nonprofessional personnel.
3. Developing and administering a plan for discovering the educational needs of all the normal, exceptional and handicapped youth and adults of the community.
4. Developing and administering a plan for classifying, evaluating, and promoting pupils.
5. Preparing the school budget: securing accurate data in regard to the needs of the total educational program, available revenue, and allocation of revenue in terms of the total educational program.
6. Determining community needs and resources.
7. Discovering and capitalizing upon the strong points of individual staff members.
8. Planning the school program to provide adequate instruction, guidance, health services, extra curricular activities, etc.
9. Developing a satisfactory method of reporting pupil progress to parents.
10. Preparing financial reports to the board and to the public.
11. Securing community cooperation and participation in the improvement of the school system.
12. Providing conditions which stimulate and encourage continuous professional growth and improvement by the staff.
13. Providing for continuous evaluation of the outcomes of the school program in terms of aims, objectives, and purposes of the school.

GOVERNMENT INDEX

1. The Government of the United States is a federal republic, composed of fifty states, the District of Columbia, and the territories of Alaska and Hawaii. The federal government is responsible for the defense, foreign relations, and the general welfare of the nation. The states are responsible for the education, health, and welfare of their citizens. The local governments are responsible for the police, fire, and other services of the community.

2. The federal government is composed of three branches: the executive, the legislative, and the judicial. The executive branch is headed by the President, who is elected by the people. The legislative branch is composed of the Senate and the House of Representatives, who are elected by the people. The judicial branch is headed by the Supreme Court, which is appointed by the President and confirmed by the Senate.

3. The federal government is responsible for the defense of the nation. It maintains a large standing army, navy, and air force. It also has a space program and a nuclear weapons program. The federal government is also responsible for the foreign relations of the nation. It negotiates treaties with other countries and represents the United States in international organizations.

4. The federal government is responsible for the general welfare of the nation. It provides social security, Medicare, and Medicaid. It also provides federal aid to the states for education, health, and welfare. The federal government is also responsible for the regulation of interstate commerce and the protection of the environment.

5. The federal government is responsible for the administration of the nation. It maintains a large bureaucracy and is responsible for the collection of taxes, the distribution of funds, and the management of the national debt. The federal government is also responsible for the regulation of the economy and the protection of the consumer.

6. The federal government is responsible for the protection of the citizen. It maintains a large police force and is responsible for the investigation and prosecution of crimes. The federal government is also responsible for the protection of the citizen from natural disasters and other emergencies.

7. The federal government is responsible for the promotion of the arts and sciences. It provides federal aid to the arts and sciences and is responsible for the management of the national parks and other natural resources. The federal government is also responsible for the promotion of international trade and the protection of the intellectual property of the citizen.

8. The federal government is responsible for the maintenance of the national infrastructure. It maintains the national highways, bridges, and airports. It is also responsible for the maintenance of the national power grid and the national communication system. The federal government is also responsible for the maintenance of the national defense infrastructure.

CHARACTERISTIC PUBLIC SCHOOL

1. Developing a course, continuing
2. Administering
3. Formulating rules and regulations, and re
4. Determining load for prof
5. Providing for objectives, al
6. Administering dance, progr
7. Preparing th
8. Familiarizing curricula, an
9. Securing sta wide problem
10. Determining ing program
11. Providing fo policies whi
12. Planning a

SUPERINTENDENT'S INDEX - A

CHARACTERISTIC ACTIVITIES OF
PUBLIC SCHOOL SUPERINTENDENTS

COLUMN I

How much of the time do you believe you are adequate in the following characteristics?

COLUMN II

How do you feel about your adequacy in each of the characteristics

COLUMN III

How much of the time do you believe you should, ideally, be adequate in each of the following characteristics?

1. Seldom
2. Occasionally
3. About half of the time
4. Good deal of the time
5. Most of the time

1. Very much dislike
2. Dislike
3. Neither like or dislike
4. Like
5. Very much like

1. Seldom
2. Occasionally
3. About half of the time
4. Good deal of the time
5. Most of the time

14. Developing a plan for keeping the school census accurate, continuous, and up-to-date.
15. Administering a system of financial accounting.
16. Formulating with the board of education written rules and regulations governing board procedures, duties, and responsibilities of employees.
17. Determining the size and the character of the work load for professional and nonprofessional personnel.
18. Providing for continuous study and revision of the objectives, aims, and purposes of the school.
19. Administering a system of pupil records of attendance, progress, etc.
20. Preparing the salary schedule.
21. Familiarizing the board with changes in the aims, curricula, and methods of the school.
22. Securing staff participation in the study of system-wide problems.
23. Determining the need for an in-service teacher training program.
24. Providing for pupils to participate in formulating policies which affect them.
25. Planning a long-range building program.

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PROFESSOR'S OF EDUCATIONAL ADMINISTRATION INDEX
CONFIDENTIAL

Identification of individuals participating in this study will remain confidential and not appear at any time in the investigation. The purpose of securing your name and address is to facilitate any follow-up mailing.

Name

School Address

On the following two pages is a list of twenty-five characteristic activities associated with the functions of a public school superintendent. Please examine each characteristic. Then do three things with each of the characteristics.

First, in column I, describe how much of the time *you believe* public school superintendents are adequate in each of the twenty-five characteristics. In column I is a list of five possible responses. Choose the response which you believe best describes how much of the time public school superintendents are adequate in each of the characteristics. Place the number (1, 2, 3, 4, 5,) of the response which you have chosen in the blank opposite each characteristic.

Second, in column II, describe *how you feel* about public school superintendents being this adequate in each of the characteristics. In column II is a list of five possible responses. Choose the response which best describes how you feel about superintendents being this adequate. Place the number (1, 2, 3, 4, 5,) of the response you have chosen in the blank opposite each characteristic.

Third, in column III, describe how much of the time *you believe* public school superintendents should, ideally, be adequate in each of the characteristics. In column III is a list of five possible responses. Choose the response which best describes how much of the time superintendents should, ideally, be adequate in each characteristic. Place the number (1, 2, 3, 4, 5,) of the response you have chosen in the blank opposite each characteristic.

CHARACTERISTIC ACT
PUBLIC SCHOOL SUPE

Example:

1. Acquainting the fishments, aims,

2. Developing procedural and nonprocedural skills
3. Developing and enhancing the educational and handicapped
4. Developing and evaluating, and
5. Preparing the in regard to the gram, available terms of the to
6. Determining c
7. Discovering a of individual
8. Planning the struction, gu activities, et
9. Developing a progress to
10. Preparing ti public.
11. Securing c in the impro
12. Providing c continuous the staff.
13. Providing of the sch and purpo

PROFESSOR'S INDEX - A

CHARACTERISTIC ACTIVITIES OF
PUBLIC SCHOOL SUPERINTENDENTS

COLUMN I

How much of the time do you believe superintendents are adequate in the following characteristics?

COLUMN II

How do you feel about superintendents being this adequate?

COLUMN III

How much of the time do you believe superintendents should, ideally, be adequate in the following characteristics?

- | | | |
|---------------------------|----------------------------|---------------------------|
| 1. Seldom | 1. Very much dislike | 1. Seldom |
| 2. Occasionally | 2. Dislike | 2. Occasionally |
| 3. About half of the time | 3. Neither like or dislike | 3. About half of the time |
| 4. Good deal of the time | 4. Like | 4. Good deal of the time |
| 5. Most of the time | 5. Very much like | 5. Most of the time |

Example:

Developing a school lunch program.

4

4

5

1. Acquainting the community with the needs, accomplishments, aims, purposes, and methods of the school

2. Developing procedures for selecting qualified professional and nonprofessional personnel.

3. Developing and administering a plan for discovering the educational needs of all the normal, exceptional and handicapped youth and adults of the community.

4. Developing and administering a plan for classifying, evaluating, and promoting pupils.

5. Preparing the school budget: securing accurate data in regard to the needs of the total educational program, available revenue, and allocation of revenue in terms of the total educational program.

6. Determining community needs and resources.

7. Discovering and capitalizing upon the strong points of individual staff members.

8. Planning the school program to provide adequate instruction, guidance, health services, extra curricular activities, etc.

9. Developing a satisfactory method of reporting pupil progress to parents.

10. Preparing financial reports to the board and to the public.

11. Securing community cooperation and participation in the improvement of the school system.

12. Providing conditions which stimulate and encourage continuous professional growth and improvement by the staff.

13. Providing for continuous evaluation of the outcomes of the school program in terms of aims, objectives, and purposes of the school.

CHARACTERISTIC A
PUBLIC SCHOOL SU

14. Developing a p
course, continu
15. Administering
16. Formulating w
rules and reg
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17. Determining th
load for profes
18. Providing for
objectives, aim
19. Administering
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20. Preparing the
21. Familiarizing
curricula, and
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wide problem
23. Determining
ing program.
24. Providing fo
policies whic
25. Planning a l

PROFESSOR'S INDEX - A

CHARACTERISTIC ACTIVITIES OF PUBLIC SCHOOL SUPERINTENDENTS

COLUMN I

How much of the time do you believe superintendents are adequate in the following characteristics?

COLUMN II

How do you feel about superintendents being this adequate?

COLUMN III

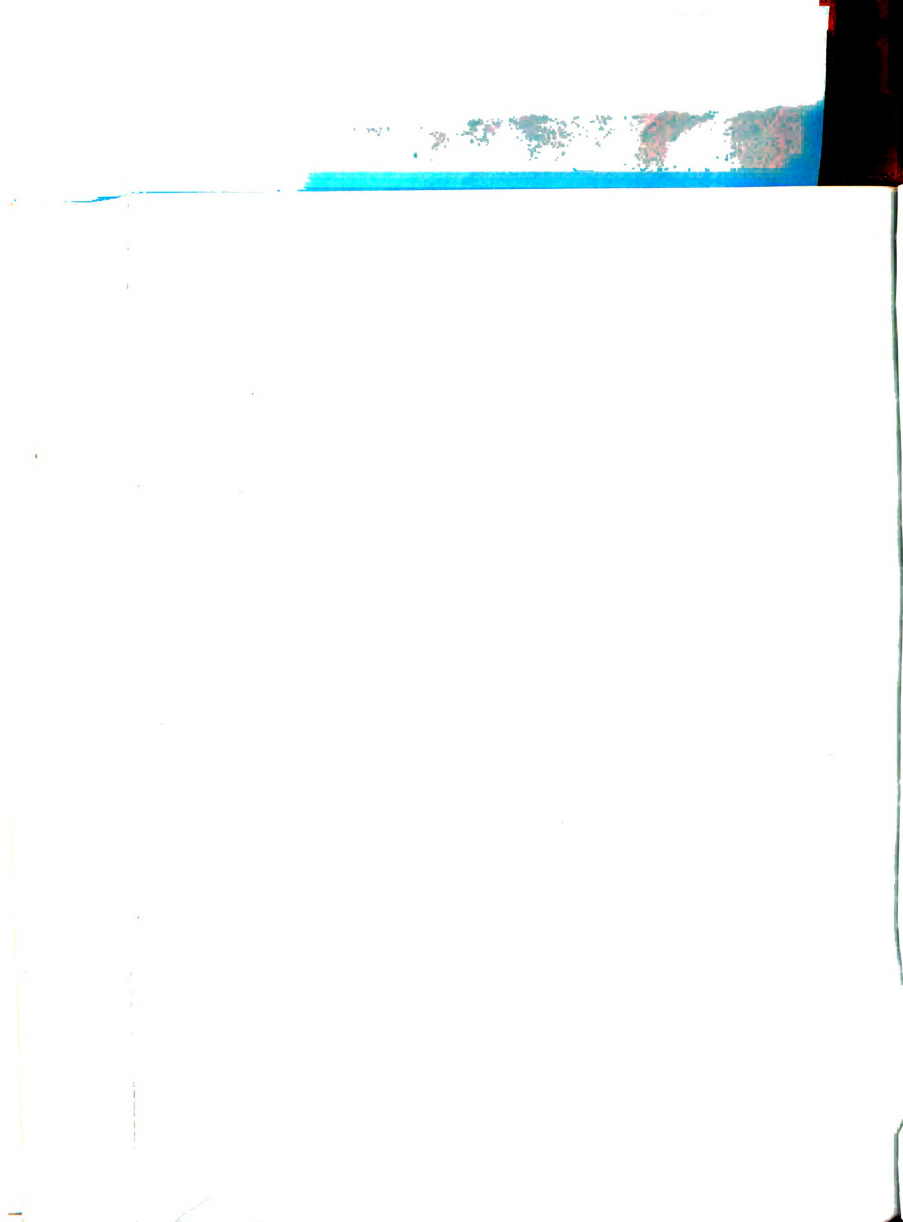
How much of the time do you believe superintendents should, ideally, be adequate in the following characteristics?

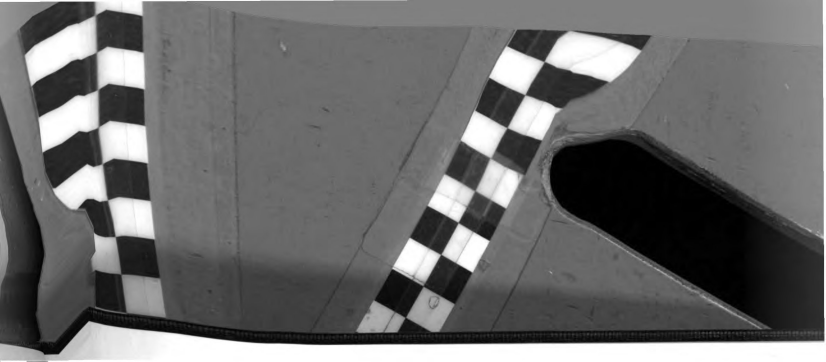
1. Seldom
2. Occasionally
3. About half of the time
4. Good deal of the time
5. Most of the time

1. Very much dislike
2. Dislike
3. Neither like or dislike
4. Like
5. Very much like

1. Seldom
2. Occasionally
3. About half of the time
4. Good deal of the time
5. Most of the time

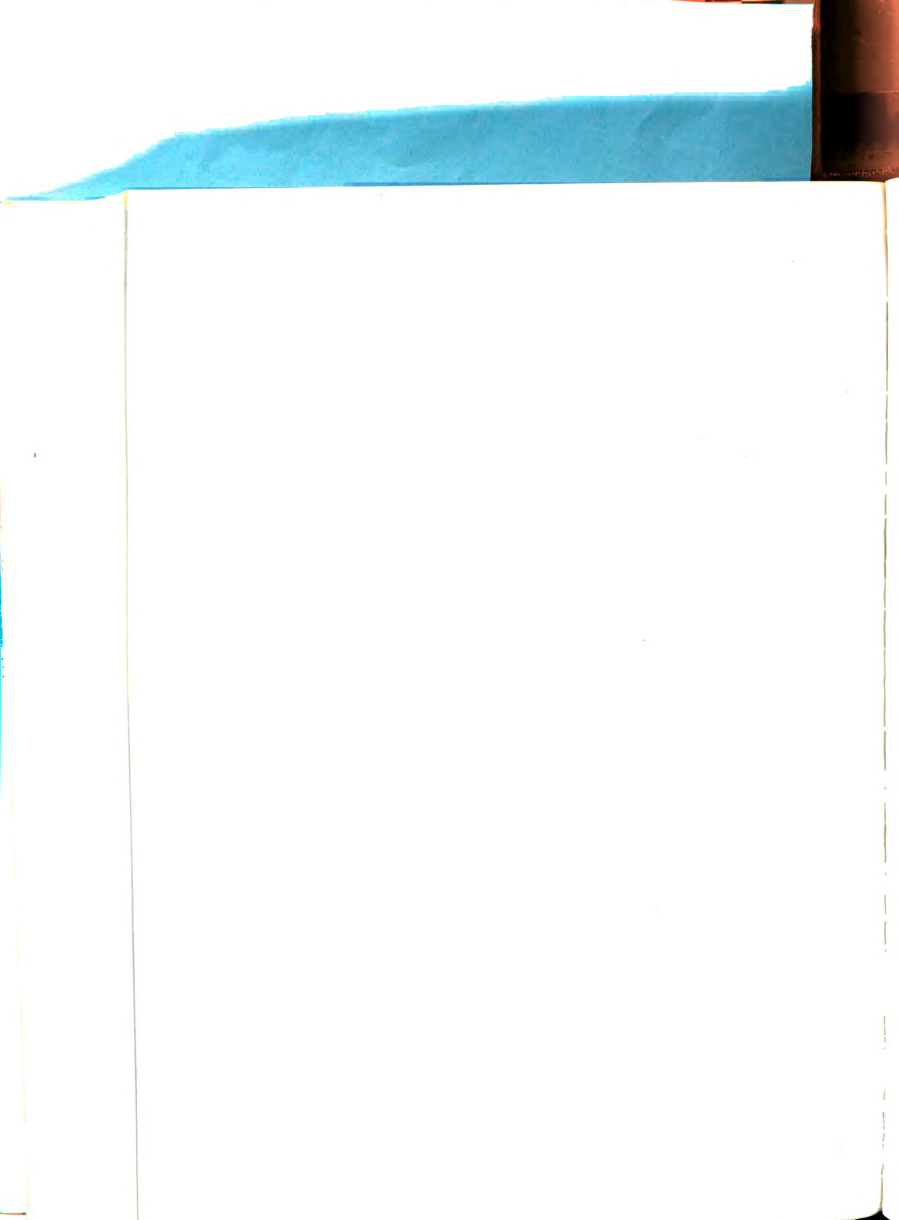
- | | | | |
|--|-------|-------|-------|
| 14. Developing a plan for keeping the school census accurate, continuous, and up-to-date. | ..... | ..... | ..... |
| 15. Administering a system of financial accounting. | ..... | ..... | ..... |
| 16. Formulating with the board of education written rules and regulations governing board procedures, duties, and responsibilities of employees. | ..... | ..... | ..... |
| 17. Determining the size and the character of the work load for professional and nonprofessional personnel. | ..... | ..... | ..... |
| 18. Providing for continuous study and revision of the objectives, aims, and purposes of the school. | ..... | ..... | ..... |
| 19. Administering a system of pupil records of attendance, progress, etc. | ..... | ..... | ..... |
| 20. Preparing the salary schedule. | ..... | ..... | ..... |
| 21. Familiarizing the board with changes in the aims, curricula, and methods of the school. | ..... | ..... | ..... |
| 22. Securing staff participation in the study of system-wide problems. | ..... | ..... | ..... |
| 23. Determining the need for an in-service teacher training program. | ..... | ..... | ..... |
| 24. Providing for pupils to participate in formulating policies which affect them. | ..... | ..... | ..... |
| 25. Planning a long-range building program. | ..... | ..... | ..... |





APPENDIX C

LETTERS TO SUPERINTENDENTS



April 23, 1959

Mr. John Jones, Superintendent
Jones Public Schools
Jones, Michigan

Dear Mr. Jones:

I am conducting an investigation which will permit me to examine the adequacy of public school superintendents in Michigan. It is hoped that this investigation may reveal the kinds of information which can help in extending the professionalization of public school superintendents. Being a superintendent, you are aware of the importance of this position in the community and recognize the need for research in this area.

The purpose of this letter is to secure your assistance in completing the data-gathering instrument developed for this study. The instrument will be mailed about May 1, 1959. It can be completed in approximately thirty minutes.

An addressed post card is enclosed for you to indicate your response to this request.

Let me thank you for taking the time to consider this matter, and I hope that you will be able to participate in this investigation.

Sincerely,

Gil Edson

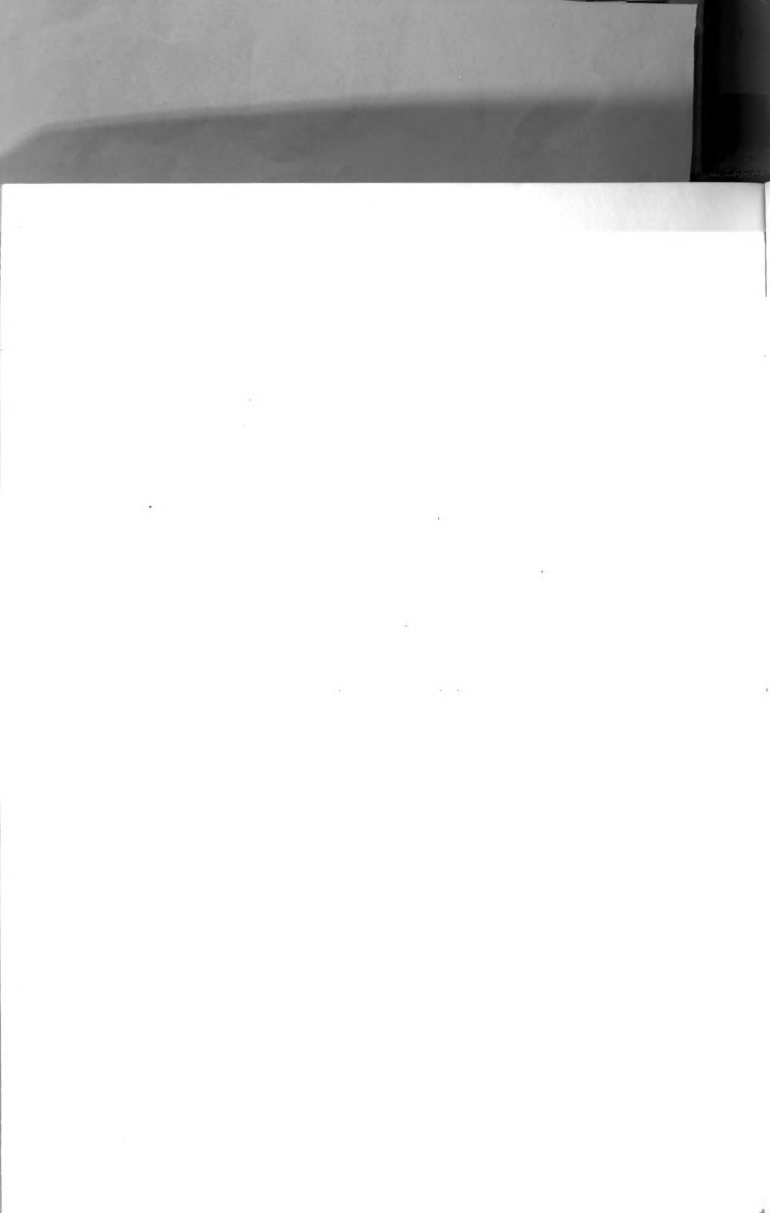


____ I would like to assist in this study

____ I am not able to participate in this study.

Signed: _____

School System: _____



April 23, 1959

Mr. John Jones, Superintendent
Jones Public Schools
Jones, Michigan

Dear Mr. Jones:

The challenges facing public school superintendents today have never been greater. You are undoubtedly aware of the work being done by MASA and AASA for the purpose of professionalizing further the public school superintendency. Mr. Gil Edson is presently in the process of conducting an investigation, which may assist in extending the professionalization of public school superintendents in Michigan. It is hoped that you, too, feel the importance for further professionalizing the superintendency and will wish to participate in this investigation.

Should you have any questions, please do not hesitate to contact me.

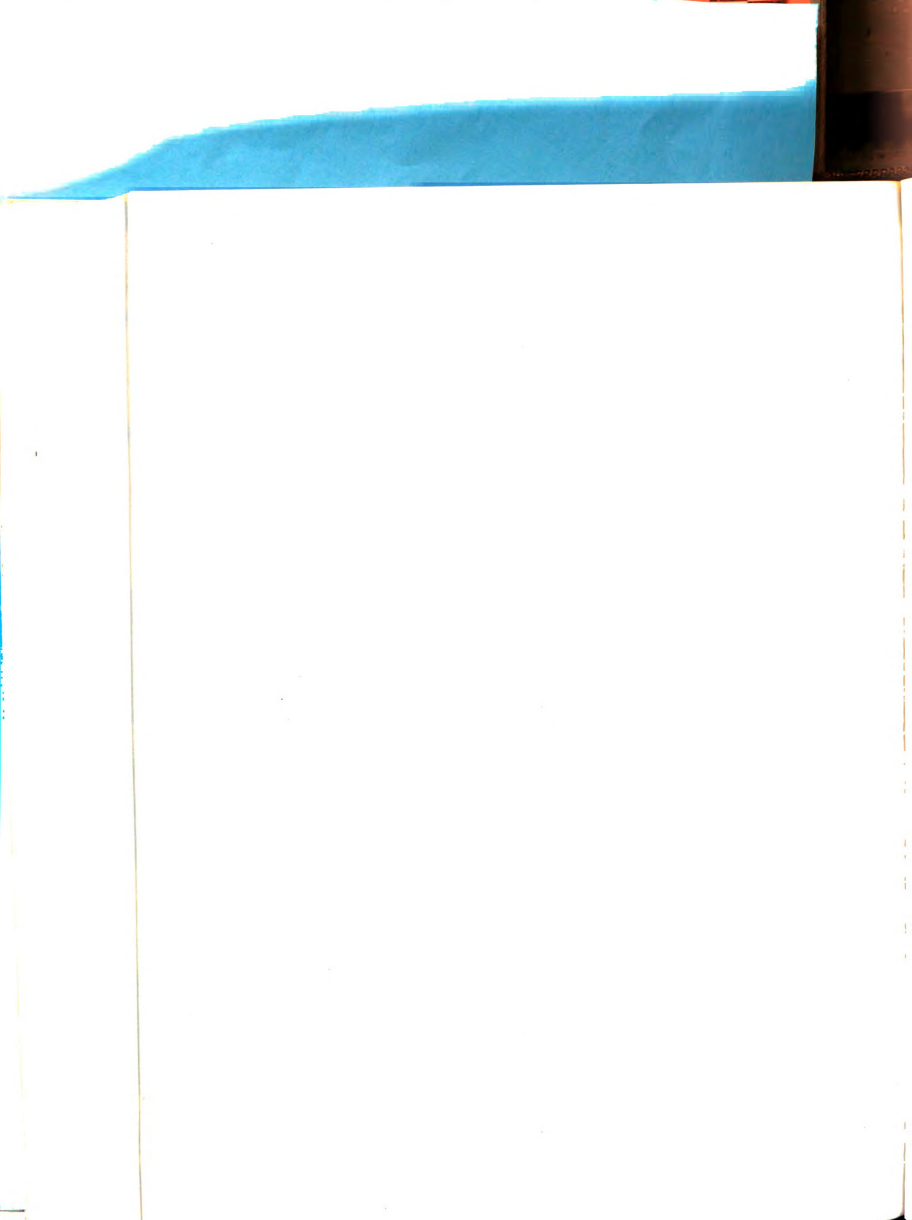
Cordially,

Robert L. Hopper, Head
Administrative and Educational Services
College of Education
Michigan State University
East Lansing, Michigan



APPENDIX D AND E

FORMS FOR TABULATION AND ANALYSIS



SUPERINTENDENTS

Number _____

<u>Area</u>	<u>Items</u>	<u>Score</u>
Administrative Leadership	1	_____
	6	_____
	11	_____
	16	_____
	21	_____
	Totals	=====
Personnel Administration	2	_____
	7	_____
	12	_____
	17	_____
	22	_____
	Totals	=====
Administration of the School Program	3	_____
	8	_____
	13	_____
	18	_____
	23	_____
	Totals	=====
Administration of Pupil Personnel	4	_____
	9	_____
	14	_____
	19	_____
	24	_____
	Totals	=====
Administration of Business Affairs	5	_____
	10	_____
	15	_____
	20	_____
	25	_____
	Totals	=====
Instrument Totals		=====

PROFESSORS

Number _____

<u>Area</u>	<u>Items</u>	<u>Score</u>
Administrative Leadership	1	_____
	6	_____
	11	_____
	16	_____
	21	_____
	Totals	=====
Personnel Administration	2	_____
	7	_____
	12	_____
	17	_____
	22	_____
	Totals	=====
Administration of the School Program	3	_____
	8	_____
	13	_____
	18	_____
	23	_____
	Totals	=====
Administration of Pupil Personnel	4	_____
	9	_____
	14	_____
	19	_____
	24	_____
	Totals	=====
Administration of Business Affairs	5	_____
	10	_____
	15	_____
	20	_____
	25	_____
	Totals	=====
Instrument Totals		=====



158

Size	Educational Training						
	Score by Areas						
	1	2	3	4	5	Total	No. Yrs. Supt.
	—	—	—	—	—	—	
Wealth							



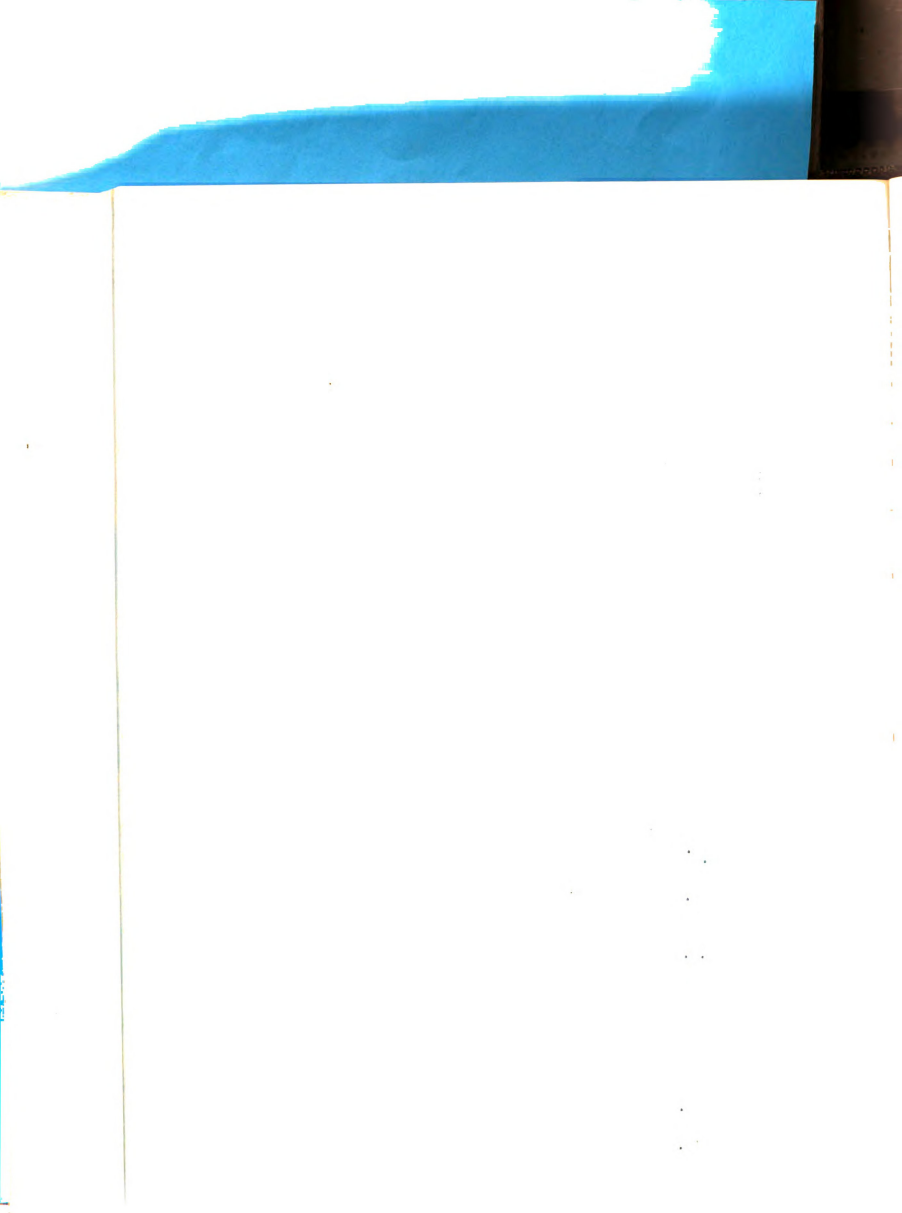
APPENDIX F

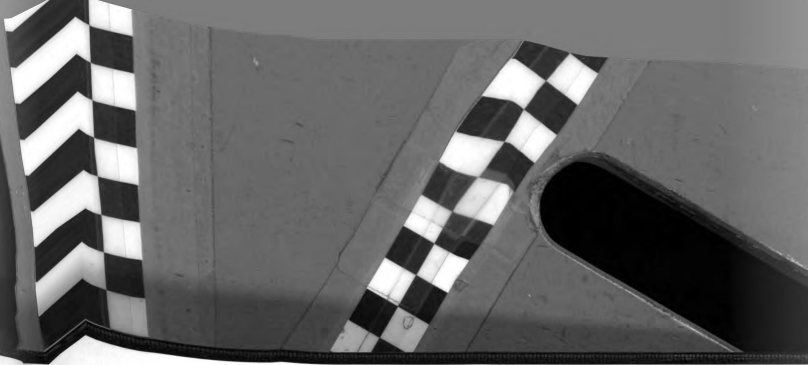
DATA FOR SUPERINTENDENTS



SUPERINTENDENTS' DATA





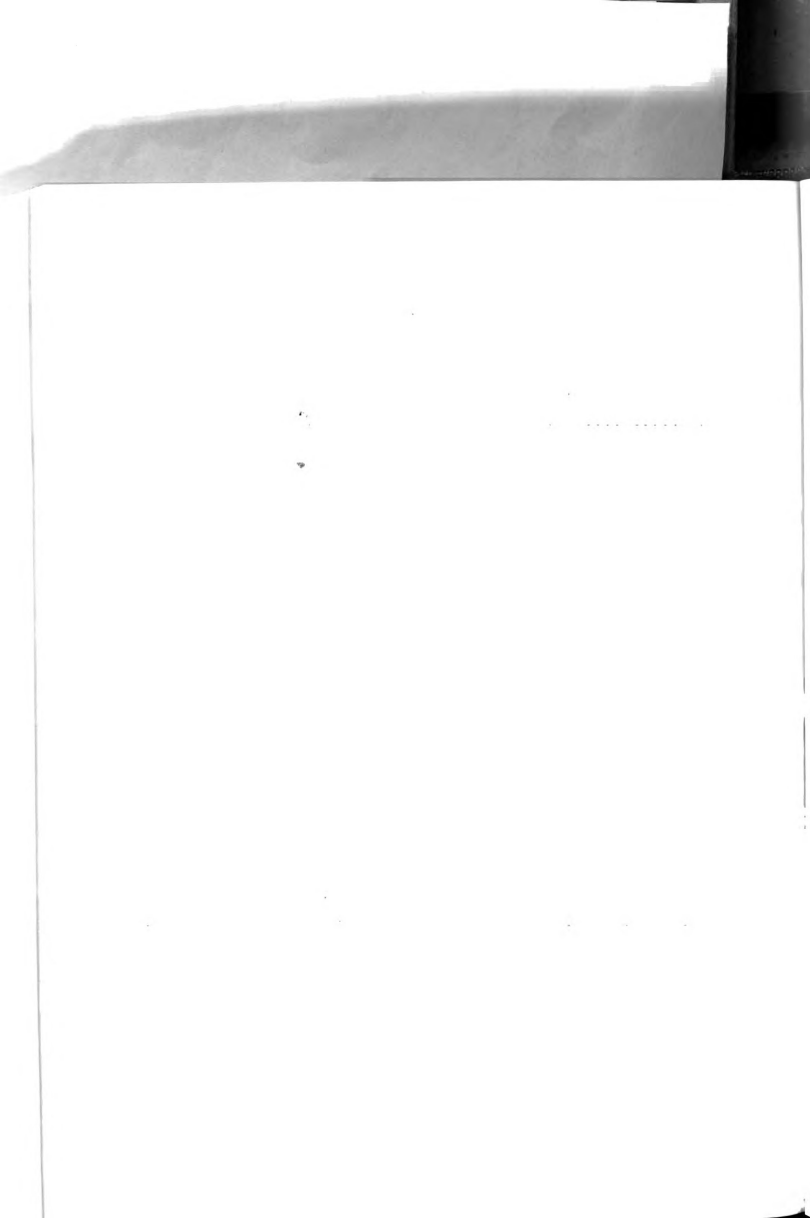


APPENDIX G

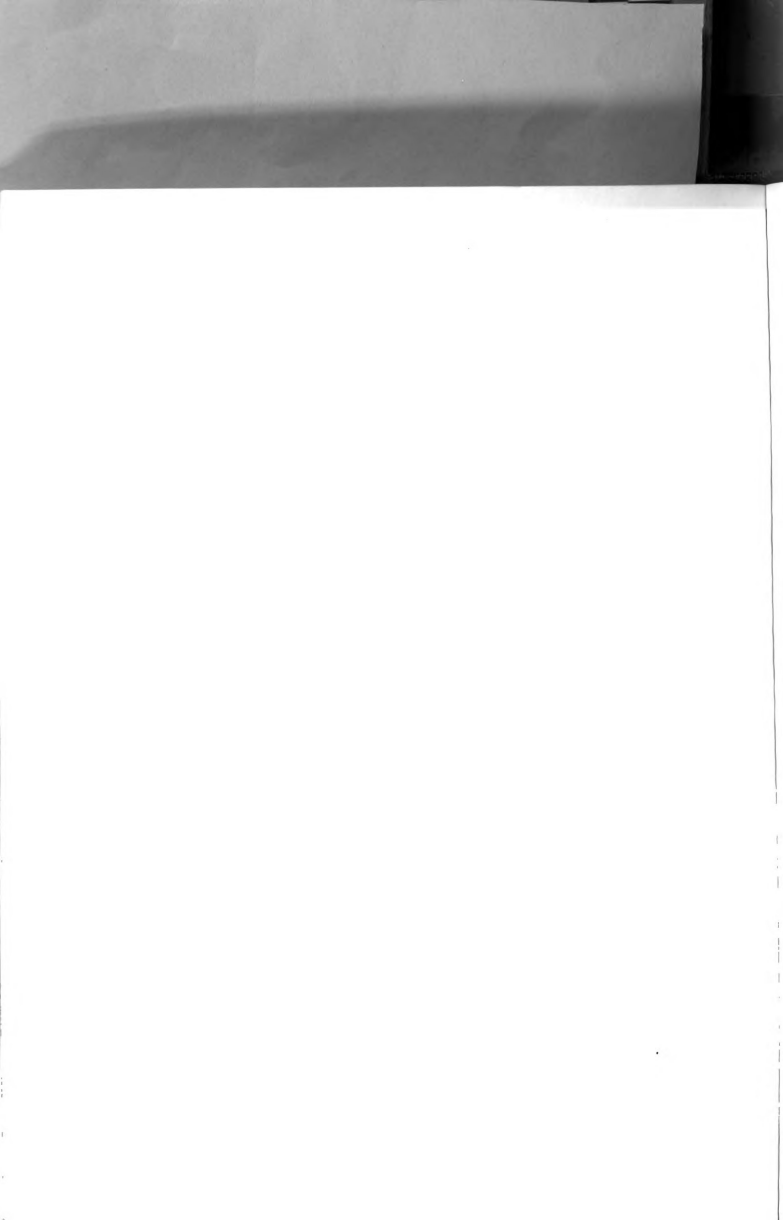
DATA FOR PROFESSORS

PROFESSORS' DATA

Professor	Discrepancy Scores by Areas						Satisfaction Scores by Areas					
	1	2	3	4	5	T	1	2	3	4	5	T
1	10	8	12	8	7	45	10	14	9	15	14	62
2	19	16	16	8	11	70	5	6	7	10	9	37
3	6	13	11	5	1	36	23	23	22	18	17	103
4	8	6	8	5	5	32	8	14	14	15	15	66
5	12	11	15	10	6	54	10	11	10	13	17	61
6	11	12	13	5	3	44	13	13	13	16	20	75
7	7	9	9	7	2	32	24	25	25	23	21	118
8	12	5	14	5	6	42	10	18	8	20	17	73
9	11	10	10	1	9	41	8	10	10	20	10	58
10	12	11	15	10	6	54	11	13	11	18	17	70
11	13	6	10	4	4	37	13	10	10	17	22	72
12	9	11	11	5	1	37	11	13	9	16	15	64
13	1	3	0	3	1	8	24	22	21	17	22	106
14	11	8	13	8	3	43	14	12	10	14	16	66
15	9	8	10	8	4	39	17	18	17	18	21	91







ROOM USE ONLY

ROOM USE ONLY

~~JUN 28 1966 110~~

~~SEP 3 1966 113~~

~~111~~

~~MAR 9 1970 1126~~

~~APR 1 1970 1192~~

~~MAY 25 1970 1204~~

~~JAN 8 1972 120 R 70~~

~~JAN 25 1972 123 R 68~~

~~FEB 15 1972 124~~



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