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ABSTRACT

AN ANALYSIS OF STATE SUPERVISION AND LEADERSHIP OF BUSINESS AND OFFICE EDUCATION WITH IMPLICATIONS FOR AND RECOMMENDATIONS TO THE STATE OF NEW JERSEY

by Ellis Richard Thomas

Purpose of the Study

The purpose of this study was to assist in resolving the New Jersey supervision and leadership problem by (a) collecting data relating to perceived effectiveness of sixty-three principles of supervision and leadership in state services of business and office education and, based on an analysis of these data, (b) providing recommendations for the New Jersey State Department of Education for improvement of the state supervision and leadership of business and office education in New Jersey.

Further, the classifying, generalizing, and interpreting of these data will provide guidance for business and office educators of other states in the development of sound policies and appropriate practices relating to leadership and supervision of business and office education in other states.

Procedures

Stratified random samples of fifty were drawn from (a) national business education authorities, (b) New Jersey two-year college business educators, (c) New Jersey high school business educators, and (d) New Jersey private business school business educators. In addition, total populations were used of (a) state supervisors of business education and (b) New Jersey four-year college business educators. The subjects were requested, by letter of transmittal, to complete a four-page questionnaire to provide a comprehensive view of their perceptions and expectations of state-level supervision and leadership of business and office education across four educational levels (high school, private business school, two-year college and four-year college) in terms of four areas of educational supervision (general services, curriculum development, research, and professionalization of teachers).

A two-way multivariate analysis of variance was done with the variables of state supervisors, national business education authorities and appropriate teachers with the other independent variables of educational level and area of educational supervision. Throughout the statistical analysis, the .05 level of significance was used.

The difference between the means of perceived present and desired effectiveness was interpreted as an indication of an effectiveness gap. Any difference other than 0 indicated an effectiveness gap.

Ten priority levels were determined by the researcher to provide for treatment of the effectiveness gaps. No level of priority was given special significance. In interpreting the data, mean differences between 1.0 and 2.0 was given the same interpretation as other differences.

Findings

1. Significant interaction was disclosed between the main effects of the perceptions of state supervisors, national business education authorities, and teachers in the four educational levels.

2. An effectiveness gap appeared in each educational area of concern, at each educational level, and for each of the individual survey instrument items.

3. The most serious effectiveness gap was at the two-year college educational level.

4. The second most serious effectiveness gap was at the four-year college educational level.

5. The high school educational level had the smallest effectiveness gap.

6. Classroom teachers see a greater need for more effective state supervision and leadership in business and office education than state supervisors or national business education authorities.

7. National business education authorities see greater need for more effective supervision and leadership from the state level than state supervisors.

8. State supervisors do not perceive as large a gap in their effectiveness as classroom teachers or national business education authorities.

Conclusions

The following conclusions were drawn from the findings of this study.

1. That immediate attention be given to providing more leadership to the two-year college business education programs.

2. That appropriate workshops, seminars, and in-service training programs be provided for the professionalization and up-grading of business and office education teachers.

3. That leaders in the administration and supervision of business and office education give priority to developing professional literature on this subject.

4. That research be undertaken to more clearly define the leadership roles of the state department of education and the business education teacher education institutions.

5. That research be undertaken to determine reasons for the large differences in the perceptions of the effectiveness gaps existing in state services as identified by the teachers and state supervisors of business education.

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STATE SUPERVISION AND LEADERSHIP
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By

Ellis Richard Thomas

A THESIS

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ACCEPTANCE

This thesis has been accepted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy in the Graduate School of Michigan State University.

Date May 7, 1971

Dean, Graduate School

Chairman

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

I. Introduction

For some time, the authorities in business and office education have recognized the need for improved leadership and supervision in business and office education at the local, state and national levels. One of the several recommendations of the Essex Report¹ was for "support for professional and para-professional staff recruitment, preparation and upgrading at all levels, including leadership . . ." and this appeared in the subsequent Vocational Education Amendments of 1968.²

A situation existing in New Jersey is the need for more effective state supervision and leadership of business and office education. This is acknowledged by the State

¹U. S. Office of Education, Department of Health, Education and Welfare, Vocational Education: The Bridge Between Man and His Work, A Report Prepared by the Advisory Council of Vocational Education (Washington: USOE (OE-80053), 1968), p. 13.

²Public Law 90-576, Title II (Vocational Education Leadership and Professional Development Amendment of Higher Education Act of 1965) 90th Congress, H.R. 18366, October 16, 1968.

Department of Education. The supervisory need exists in the specific areas of (a) curriculum development, (b) research, (c) general service and (d) teacher professionalization.

In 1962, one state staff member devoted ten percent of his time to the supervision of business and office education. One year later, 1963, this position became full-time. Three years later, 1966, a second full-time position, of equal rank, was created. Three years later, in 1969, a third full-time position was created.

This third position, however, was of a higher rank in an administrative effort to develop organization in a program area that had been unable to do so during these years of steady growth. Prior to the creation of the third position, each person made decisions and developed procedures based upon his or her own beliefs and convictions. Although there were verbal exchanges from time to time, each staff member proceeded to do "what he believed best."

To improve this situation, a state policy manual will be developed. Musselman views such development as essential.

One of the first and most important functions (of state supervision) is the preparation of criteria, standards, and regulations pertaining to the statewide program (of business education). They must be published and distributed to the schools.³

³Vernon A. Musselman, "Administration and Supervision of Business Education," National Business Education Quarterly, Vol. 33, No. 4, Summer 1965, p. 8.

In order to develop a functional policy manual, an immediate problem is to determine those principles of supervision and leadership to be included as well as the priority to be placed on each.

II. Statement of the Problem

Purpose of the Study

The purpose of this study was to assist in resolving the New Jersey supervision and leadership problem by (a) collecting data relating to effectiveness of principles of supervision and leadership in state services of business and office education as perceived by a variety of rater groups and, based on analysis of these data, (b) providing recommendations for the New Jersey State Department of Education for improvement of the state supervision and leadership of business and office education in New Jersey.

Data were collected to provide answers to specific questions as follows:

(1) What are those identifiable factors presently existing in New Jersey's program of supervision of business and office education as viewed by New Jersey business educators across four educational levels as related to general service, curriculum development, research and professionalization of teachers?

(2) How do these data compare with similar data on a national scope?

- (3) What is the assessment of (a) the present and (b) the desired situation?

Hypotheses to be Tested

This study collected data from three rater groups of various professional business educators on perceptions and expectations of sixty-three specific principles of supervision and leadership as related to the office of business and office education in the state department of education. All sixty-three principles were applied to high school, two-year college, four-year college and private business school educational levels and represented four general areas of concern (curriculum development, research, general service and professionalization of teachers).

The following hypotheses, stated in the null form, were tested:

H_1 = There is no significant difference of perceived effectiveness between the three rater groups of the four areas of concern at the four educational levels as measured by the effectiveness ratings on the survey instrument.

H_2 = There is no significant difference between the ratings of perceived effectiveness at the four educational levels in the four areas of concern as measured by effectiveness ratings on the survey instrument.

H_3 = There is no significant interaction in perceived effectiveness between the rater groups and educational levels in the four areas of concern as measured by the effectiveness ratings on the survey instrument.

In addition, the researcher inspected the differences in the means of responses. A detailed inspection of the mean responses of New Jersey business educators provided a priority listing of principles of leadership and supervision needing treatment.

Importance of the Study

The need for change in the administrative pattern at the state level in order to provide more effective supervision and leadership of educational programs throughout the state, across all educational levels, is imperative today as a result of the many technological advancements of our present society. A basic element of the philosophy of supervision is the belief that current practice should always be questioned, examined and evaluated.

Price⁴ recognized the problem of a lack of written information concerning the responsibilities of state supervisors of business education regarding supervisory-leadership responsibilities. Price termed this lack as a very real weakness and made reference to only one study having been completed in this area. This (the Smith study) is included in Chapter II of this report.

⁴Ray G. Price and Charles R. Hopkins, Review and Synthesis of Research in Business and Office Education, Second Edition. (Research Series No. 55. Columbus: ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1970), p. 87.

Specifically, the New Jersey Department of Education believes that by providing effective state supervision and leadership in business education, the following long-range effects can be realized:

(1) an improved cooperative attitude among classroom teachers, departmental chairmen, city and county supervisors and state department of education staff members,

(2) improved classroom offerings--as well as more effective classroom instruction, and

(3) an improved quality of business education.

An essential ingredient of any effective supervisory system is the determination and establishment of pertinent policies and procedures. Developing such material into a workable written plan will provide operational consistency despite the number and/or turnover of staff personnel in the state office. Without such established procedures, each staff member operates quasi-independently via his own professional bias with the entire supervisory function becoming weak, disorganized, uncoordinated, and ineffective.

Further, the classifying, generalizing and interpreting of the data will provide guidance for business and office educators of other states in the development of sound policies and appropriate practices relating to leadership and supervision of business and office education in their respective states.

Significant comparisons between the existing situation and that which is believed to be ideal should be available to business and office educators by presentations during the administration and supervision sessions at local, state and national conferences as well as through published manuscripts in business education professional journals. Also, copies of the final policy manual should be distributed to all chief state supervisors of business and office education.

Definition of the Terms

The following terms are defined for purposes of this study as follows:

Curriculum development: The upgrading, developing of new, and restructuring of old curriculums. This term will be used interchangeably with high school, two-year college, four-year college and private business school programs.

Research: Classroom experimentation and other types of research that could be properly conducted with the aid of state department of education staff.

General service: The general readiness and availability in which the state staff provides consultative aid to general aspects of business and office education programs, communication, school visitations, funding, and public relations.

Teacher professionalization: The upgrading of the teaching profession, expanding professional associations, and providing opportunities for professional growth through in-service activities.

National authorities in business and office education: A group of business and office education professionals, limited to business educators currently associated with those institutions having institutional memberships in the National Association of Business Teacher Education (NABTE).

Business educators: Those educators currently teaching business and office education courses at each educational level.

Chief state supervisors of business and office education: Those senior persons on state department staffs who are responsible for the administration and supervision of a state-wide program of education in business occupations.

Effectiveness gap: The difference between the mean of the perceived present effectiveness and the mean of the perceived desired effectiveness.

Delimitations of the Study

This study was delimited in the following ways:

(1) Only four areas of concern were studied. These are not necessarily all of the areas of state supervision and leadership. Instrument items are, by necessity, limited to those four areas.

(2) Principles within each area were determined from a review of related literature and beliefs of the researcher. There was no attempt to identify all principles within each area.

(3) Responses to the instrument items are, to a large extent, based on beliefs or perceptions.

(4) In one group of subjects, only chief state supervisors of business and office education were asked to respond to the instrument. No attempt was made to collect data from other state officials.

(5) Business educators are only from New Jersey.

III. Scope of the Study

No attempt was made to evaluate various state offices nor to compare one with the other. The single most important purpose of this study, as stated earlier, was to provide data for the development of a policy manual for the establishment and operation of a state-wide business and office education program in New Jersey.

An attempt was made to determine the effectiveness of what other state departments of education are doing as they perceive themselves. Also, national authorities were given an opportunity to rate the effectiveness of state services. In determining the recommendations for improving the effectiveness of state supervision and leadership of business and

office education in New Jersey, it was assumed that data from other state departments of education and business education authorities would contribute toward making these recommendations include all deficiencies. In addition, four groups of New Jersey business educators were surveyed.

Although the end product of this study is intended for use by the State of New Jersey, the results could be adapted for use in other states provided they make similar surveys in their own states. Such adaptation is especially true since this study reflects beliefs and practices on a national scope and is not limited to those held in any particular state. The data collected in this study, hopefully, will be useful in the development of a policy manual that will improve the effectiveness of state supervision and leadership in business and office education.

IV. Organization of the Study

This study has been divided into five chapters:

Chapter I presents the problem, the definition of the terms, delimitations of the study, and the hypotheses to be tested.

Chapter II reviews the related literature. This review served to assist in development of the instrument and to establish evidence of the need for effective supervision and leadership in business and office education.

Chapter III describes the methods of procedures, the collection of the data, and the treatment of the data.

Chapter IV contains the findings and the interpretation of the results.

Chapter V is devoted to the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

The meaning of educational leadership is best understood in terms of the purposes to be achieved through such leadership. It is important to establish that the function of educational leadership is to see that the schools achieve their goals. . . . Effective educational leadership can help schools to achieve their goals by maintaining an "efficient" goal-oriented operation; by assisting the school system and society to develop new goals appropriate to a changing society; and by introducing innovations designed to remedy defects and to assist schools in achieving new goals . . . an individual or group able to influence decisions affecting the schools can exercise educational leadership . . . leadership, whether good or bad, is in the hands of those who hold decision-making power.¹

The purpose of this chapter is (a) to provide a solid familiarization of the problem studied, (b) to develop a firm framework for thought, and (c) to establish additional evidence of the value of this study. By necessity, this chapter has both (a) opinions and observations of business education authorities as expressed in professional journals, (b) recommendations resulting from leadership conferences and seminars, and (c) related research studies.

The chapter is divided into the following sections: background discussion; the need for supervision and leadership; principles of state supervision; and summary. Special attention is given throughout the chapter to those research studies having a significant relation to this study.

¹Arthur J. Lewis, "Educational Leadership--Whose Responsibility is it?," Beta Data, Vol. 1, No. 1 (November-December 1968), p. 1.

I. Background

In an historical review, Musselman² found the first person to serve officially in the position of state supervisor of business education was in 1898. Only two additional states established similar positions during the following quarter of a century.

As late as 1941 there were only five states with business education supervisors and as recently as 1962 only twelve states had professional staff devoting full time to the supervision of business and office education. However, several states had part-time supervisors from personnel employed for supervising distributive education programs.

Gratz and Robinson state

...the area of supervision is playing an ever-increasing role in education. Business education, for the most part, has been lacking in supervision at practically every level, from national to local, primarily because of lack of funds.³

This deficiency is being corrected as a result of the passage of the Vocational Education Act of 1963 and, more recently, the Vocational Education Amendments of 1968. Tremendous incentive for the supervision of business and office education, particularly at the state level, is becoming evident.

²Vernon A. Musselman, "Administration and Supervision of Business Education," National Business Education Quarterly, Vol. 33, No. 4 (Summer 1965), pp. 5-11.

³Jerre E. Gratz and Lucy Robinson, "Introduction," National Business Education Quarterly, Vol. 36, No. 4 (Summer 1968), p. i.

II. The Need for Supervision and Leadership

Warmke believes that

If business education is to advance significantly in the years ahead, the impetus will have to come from supervision. Effective supervision can and should provide the vision, creativity and imagination that will be needed to keep pace with the challenging future economy. If business education is to meet the challenge effectively, the present habits, patterns and techniques of both theory and practice must be critically and constantly examined; supervision must provide the leadership.⁴

Included in Waterman's⁵ philosophy is the belief that the supervisor and leader are synonymous.

Yerian further confirms this by stating

Any supervisor must develop a workable concept of leadership as well as a clear understanding of the relationships to be fostered and attained in the group he supervises. Leadership very properly is described as a quality of group activity. No one can be a leader apart from the group. It can be described as the contribution that an individual makes to a group situation. A group and leadership are a team. One cannot exist without the other. Leadership, then, is a vital ingredient that the so-called supervisor should possess if a group is to become a reality and continue to exist. The supervisor must be able to create a group feeling and coordinate it to desirable ends.⁶

⁴Roman F. Warmke, "A Concept of Supervision," National Business Education Quarterly, Vol. 30, No. 4 (May 1962), p. 33.

⁵Roland C. Waterman, "A Philosophy of Administration and Supervision," National Business Education Quarterly, Vol. 33, No. 4 (May 1962), p. 6.

⁶Theodore Yerian, "Principles of Educational Supervision," National Business Education Quarterly, Vol. 33, No 4 (Summer 1965), p. 14.

The responsibility for providing this supervision and leadership is placed squarely on the state department of education by Huffman.⁷ He states that it is the supervision that "brings education to life and infuses it with purpose, inspiration, and enthusiasm,"⁸ and quotes R. C. VanWagenen from the California State Department of Education as saying:

The Bureau of Business Education in its leadership role is committed to (1) being sensitive to the changing needs of business, (2) becoming aware of progress being made in improving instruction, and (3) developing a workable plan to assist school districts to keep their business education program up-to-date and geared to our changing technology . . .

and Raymond W. Heley from the Nevada State Department of Education as saying:

It should be the responsibility of the supervisor to provide this leadership by (1) setting goals for business education through course materials, providing teaching materials, organizing workshops or college course helps, with the assistance of business education teachers; (2) encouraging improvements for business education which might take the form of experimental work in the use of unusual teaching methods, materials, resources, equipment; and (3) assisting in evaluating of the state business education program or a district program, striving for as much self-evaluation as possible.

⁷Harry Huffman, "Responsibilities of the State Department of Education for the Administration and Supervision of Business Education," National Business Education Quarterly, Vol. 31, No. 4 (Summer 1963), pp. 12-19.

⁸Ibid., p. 12.

Donnelly calls for "wise leadership"⁹ and Rice¹⁰ points out the need for better organization of all business education to provide a more united effort in improving this specialized area. Byrnside¹¹ insists upon establishing realistic program goals and developing a set of guiding principles to be used in directing supervisory activities in his study to develop a self-evaluative instrument for state offices of business and office education.

Herndon reports on a symposium of business educators who have exercised professional leadership in business education and in Delta Pi Epsilon. These educators were asked to identify current concerns in business education and suggest possible solutions to any problem areas. Although leadership was identified as an individual concern, one participant maintained that any number of identifiable concerns could be resolved

. . . in good time if we have positive, dynamic, inspired, thoughtful leadership . . . business education will be better if we can develop a new crop of leaders who will inspire us to new advances.¹²

⁹Grace B. Donnelly, "The Need for Leadership and Supervision in Business Education," Business Education Observer, Vol. XXXII, No. 3 (May 1961), p. 6.

¹⁰Louis A. Rice, "Current Aspects of Business Education," Business Education Observer, Vol. XVII, No. 2 (February 1946), p. 9.

¹¹O. J. Byrnside, "Evaluating the Business and Office Education Service at the State Level," (unpublished Doctoral dissertation, Ohio State University, 1968).

¹²Frank M. Herndon, "Current Concerns in Business Education -- A Symposium," Eastern Business Teachers Association Journal, Vol. VI, No. 1 (Fall 1967), p. 34.

Reed discusses "controlled leadership"¹³ as she points out that the supervisor's greatest responsibility is in providing effective leadership while Witherow¹⁴ emphasizes that being a leader is the chief role of a supervisor and, despite the fact that each will possess different skills, all supervisors need to have understanding and competency in leadership, communication, and the ability to stimulate positive attitudes toward learning.

Van Hook¹⁵ recognizes the importance of the supervisor being a planner, a promoter, an evaluator, and a researcher in addition to being an administrator and a coordinator. He also suggests the development of a state-wide plan for business education promulgated through a policy manual.

The policy manual, Van Hook suggests, should be written so as to provide for both long and short-range planning. In providing for such planning, it will be necessary for the manual to be written in specific terms with all goals completely spelled out as well as ways and means of reaching these goals.

¹³Jeanne Reed, "Statesmanship for Business Education," Eastern Business Teachers Association Journal, Vol. II, No. 2 (Spring 1964), p. 54.

¹⁴Mary Witherow, "The Evolving Role of Supervision," National Business Education Quarterly, Vol. 36, No. 4 (Summer 1968), pp. 5-9, 15.

¹⁵Victor Van Hook, "Supervision in Business Education . . . at the State Level," National Business Education Quarterly, Vol. 36, No. 4 (Summer 1968), pp. 45-50.

Failure to write a manual in this fashion will create a program operation lacking proper direction and cohesion and thus create a whole new set of problems.

Blackstone¹⁶ maintains that a state supervisor can only fulfill his major administrative responsibility of seeing that programs comply with established standards by conducting a planned, organized review of school programs through the vehicle of a written guideline containing concise statements of purpose, philosophy, and methods to be used.

New Jersey has been slow to improve the state-level supervision of business education. Staffing efforts in this direction were discussed in Chapter I. A 1949 survey conducted cooperatively by the New Jersey Business Education Association and the New Jersey Department of Education, Division of Vocational Education, called for "employment of a State Director of Business Education"¹⁷ as the second most important single recommendation. Yet, it was not until twenty years later, in 1969, that such a position was created at the state level.

When this recommendation was listed in the summary of conclusions, it was preceded by:

¹⁶Bruce Blackstone, "Supervision in Business Education . . . at the National Level," National Business Education Quarterly, Vol. 36, No. 4 (Summer 1968), p. 51.

¹⁷A Survey of Business Education in New Jersey. Published cooperatively by the New Jersey Business Education Association and the New Jersey Department of Education, 1949, p. 37.

It is apparent that teachers and principals are alert to the desirability for program change with definite ideas of the changes needed, and the manner in which they should be made.¹⁸

III. Principles of State Supervision

Manuscripts in professional journals and periodicals abound with individual principles of supervision of business and office education from the state level. This would imply that the list is virtually endless and selection of those individual principles for special emphasis or thrusts becomes a serious problem in order to provide the most effective state supervision and leadership as is possible.

The purpose of the Smith (1965)¹⁹ study was to determine some of the critical requirements of an effective state supervisor of business education. Smith used the critical incident research technique and obtained raw data from observations of human behavior.

He compiled the following list of twenty-six critical requirements of an effective state consultant (supervisor) of business education. (Competent observers reported the behaviors and judged them effective or ineffective.)

¹⁸Ibid., p. 70.

¹⁹James William Smith, Jr., "Critical Requirements for an Effective State Consultant of Business Education as Determined by Analysis of Critical Incidents" (unpublished Doctoral dissertation, Colorado State College, 1965).

1. Assumes responsibility for the interpretation of educational legislation.
2. Maintains friendly relationships and performs his duties in a professional manner.
3. Cooperates in evaluations and in recommendations for improvement of curriculum.
4. Gives advice and assistance in establishing and maintaining Federal and/or State financially supported programs.
5. Adequately prepares for presentations and for answering questions after the presentation.
6. Furnishes and/or suggests teaching aids and techniques.
7. Employs various opportunities to encourage the layman's participation and to increase his interest in the school program.
8. Utilizes diplomacy while discussing personal characteristics and professional affairs with educators or laymen.
9. Actively sponsors youth organizations that supplement the classroom.
10. Appeals to school administrators for teachers to have a reasonable number of pupils and classes.
11. Plans workshops that will be enriching experiences for the participants.
12. Responds to requests for assistance.
13. Recognizes protocol and reports to the school's administrative offices before visiting teachers or writing reports about the program.

14. Engages capable, efficient, and knowledgeable conference participants and orients them to the group and the program.

15. Cooperates with educators to plan for maximum use of present equipment and facilities as well as future acquisitions.

16. Supports teacher requests and recommends additional facilities and equipment for effective learning experiences.

17. Works with committees and names committees to plan group conferences.

18. Assumes responsibility for details regarding his speaking engagements.

19. Cooperates in organizing and promoting adult educational programs.

20. Emphasizes the use of current books in classes and libraries.

21. Arranges for applicable reimbursements to those who attend workshops and conferences.

22. Schedules group conferences in locations convenient to the attending persons.

23. Assists in the development of course outlines and recommends appropriate programs to adults.

24. Provides equipment and other properties for group conferences and experiments with the properties in preparation.

25. Utilizes community surveys as a technique of promoting the business curriculum and sometimes conducts or directs the survey.

26. Provides opportunities for business teachers to look at their goals and objectives.

Phillips (1968)²⁰ analyzed the status of leadership functions in the fifty state departments of education and attempted to determine the status of development, the level of aspiration, and the relative priority for improvement for each of seventy-five leadership functions. The chief state school officer and his staff rated their state departments of education on a program analysis instrument covering the given dimensions of activity. Various comparisons and statistical analyses were completed on the several different configurations of data.

Important to this researcher was the fact that the results of the Phillips study supported the conclusion that a great deal of variation exists among state departments of education relative to the level of development of their leadership functions in relation to their aspirations and priorities for improving them. Instructional services was generally the most highly developed function.

Witherow stresses the importance of instigating curriculum change and improvement of instruction. According to her, the state supervisor must provide the kind of effective leadership that will maintain a drive for constant improvement

²⁰Harry Lewis Phillips, "A Functional Analysis of, and Projections for, State Departments of Education" (unpublished Doctoral dissertation, West Virginia University, 1968).

consistent with the needs of the present. She suggests such specifics as "encouraging creativity,"²¹ "help increase the competency of teachers,"²² "serve as a resource person,"²³ and provide for "commendation of teachers."²⁴ Witherow also acknowledges the problems of (a) communication and dissemination of materials and ideas, (b) improving the image of vocational education -- specifically, vocational business education -- and (c) increased training for those persons holding supervisory and leadership posts.

The Riddle (1964)²⁵ study attempted to analyze the degree to which leadership was provided by state departments of education in areas relating to state-wide curriculum and instructional improvement; a major concern of this researcher.

The conclusions of the study were almost entirely negative in terms of the leadership exercised by state departments of education. Specifically, the conclusions stated that the responsibility for planning long-term goals and programs for public schools was inadequately discharged by many state departments

²¹Witherow, op. cit., p. 6.

²²Ibid.

²³Ibid, p. 7.

²⁴Ibid, p. 8.

²⁵Bruce E. Riddle, "An Analysis of State Departments of Education with Respect to their Emerging Leadership Functions in Educational Improvement" (unpublished Doctoral dissertation, University of Oklahoma, 1964).

of education; the responsibility of curricular and instructional improvement was not satisfactorily discharged by many state departments of education; and a large percentage of state educational agencies reported that they were not cooperating with curriculum and instructional improvement groups on a state-wide basis. In addition, many state departments of education failed to provide an adequate number of professional consultants to meet the needs of the public schools of their states and fifteen state education agencies reported that no persons were engaged in educational research as a primary responsibility. Forty state departments of education indicated that their research staffs were inadequate to perform or coordinate research activities as they were envisioned by chief state school officers.

The recommendations of the study were positive statements to correct the negative conclusions reached. In 1964 these conclusions were probably more valid than today.

The planning responsibility is an example of a task that has been improved upon considerably since 1964. This is especially true in the area of vocational education since the planning concept is an integral part of and mandated by the Vocational Education Amendments of 1968. Nevertheless, this study makes reference to a variety of leadership functions with which this researcher is concerned and which brought about this 1971 study. Riddle shows that the state department of education does have a leadership function and is not executing it as effectively as is possible.

The Harris (1967)²⁶ study was of significance to this researcher in that it indicated emphasis on the leadership role of state departments of education was being increased as contrasted to traditional responsibilities of accounting, inspection, and regulation. Although this study was primarily concerned with examining relationships between the state education departments and local school districts, the findings appeared contributory to this study.

In general, the areas of department activity studies in which local district administrators expressed the greatest need for increased leadership and service functions of the department of education were the instructional services of curriculum development, instructional materials, and subject area consultation. These areas are of concern to this investigator and constitute a major portion of this study.

Van Hook²⁷ adds the supervisory elements of (a) coordination between vocational and non-vocational business education, (b) provision for appropriate state-wide and/or in-service meetings for business education teachers, (c) stimulation of research activities, and (d) evaluation of on-going as well as pilot, demonstration, and experimental programs.

²⁶William Howard Harris, "The Relationship of the State Department of Education and Local School Districts" (unpublished Doctoral dissertation, University of Oregon, 1967).

²⁷Van Hook, op. cit., pp. 47-49.

In discussing the element of professionalism, Margules²⁸ lists such activities as participating in educational organizations, assisting in local projects, enrollment in upgrading and professional improvement courses, participation in action research, and active participation in educational workshops, meetings, and conferences. In order to have an opportunity to participate in such activities, the teachers in the state must have high-level state leadership to make proper provisions.

According to Blackstone,²⁹ discussing the 1965 National Clinic for State Supervisors of Business and Office Education cooperatively sponsored by the U. S. Office of Education and Ohio State University, and also according to Van Hook,³⁰ Huffman,³¹ and Herndon,³² the following list of specific responsibilities of the state department of education must be considered in the overall state-wide plan for effective supervision and leadership in business education.

1. Sensitivity to changing educational needs.

²⁸Morton Margules, "Professionalism," Business Education Observer, Vol. XXXVI, No. 2 (Spring 1965), pp. 10-11.

²⁹Blackstone, op. cit., pp. 51-59.

³⁰Van Hook, op. cit., pp. 45-50.

³¹Huffman, op. cit., pp. 12-19.

³²Frank N. Herndon, "State Supervision Through Leadership and Service," National Business Education Quarterly, Vol. 33, No. 4 (Summer 1965), pp. 20-25.

2. Development of a state-wide plan, based on clearly defined short-range and long-range goals and a solid philosophy, to assist local educational agencies to maintain an up-to-date business education program consistent with the changing technology.

3. Continuous involvement in curriculum development through published guides, long-range planning, and in-service conferences.

4. Provision for assistance to teachers and guidance counselors for a complete testing and career development program.

5. Close liaison with professional organizations for purposes of program development.

6. Provision for a variety of consultive services to educational agencies at all levels.

7. Provision for research and development activities.

8. Active participation in teacher education programs including participation in the development of state-wide certification requirements.

9. A thorough program review and evaluation program.

10. Determination of where and how state and federal vocational funds may be used most effectively.

11. Publication of appropriate instructional materials and teacher guides.

12. Provision for the dissemination of information and establishment of demonstration centers relating to successful pilot and experimental programs.

13. Establishment of equipment and layout standards for the business education departments of the secondary schools (and others, as the need arises) of the state.

14. Development of active involvement of business and industry into the total business education scheme.

15. Publication of bulletins which call attention to significant research studies that would be of particular value to the business teachers of a particular state.

16. Encouragement of professional growth on the part of business education teachers, providing opportunities for affiliation and active participation in appropriate educational organizations.

17. Attention to non-vocational business education courses as well as the pure vocational.

18. Provision for making available data relating to new instructional films, new teaching aids, unique courses of study, and statistical data related to student enrollment, teacher trends, and employment.

19. Provision for development of an active and highly progressive state youth organization.

20. Development of ways to relate pertinent information to all teachers regarding significant outcomes of regional and national business education conferences.

21. Provision for assisting teachers and school administrators in conducting appropriate surveys for improvement of the business education curriculum.

22. Provision for assisting in program development for adults and students with special needs such as disadvantaged and mentally and/or physically handicapped.

Throughout the literature, the terms supervision and leadership are used interchangeably. Much overlapping stating the various responsibilities of the state department of education and the state supervisor of business and office education can be found in the writings of all business education leaders referring to the subject, but it becomes clear that the list of specific tasks is truly endless.

Van Hook summarizes the subject by saying:

The supervisor has a complex job, and his problems are many and varied. If he has planned properly, administers the program effectively, coordinates all aspects as he goes along, does an adequate job of promotion, sees that meaningful research is carried out, and continually evaluates all phases of his program, his problems should be minimized.³³

In general, the need for leadership is evident across the broad area of vocational education. Final reports of National Leadership Conferences at the University of Maryland (1969), University of California at Los Angeles (1967), and Ohio State University (1967) included recommendations for increased efforts in leadership and these same reports did recognize leadership as vocational education's greatest need.

Specifically, the state supervisors of business and office education urgently need assistance in developing state-wide programs in business education. They need assistance in

³³Van Hook, op. cit., p. 50.

developing appropriate leadership patterns. This assistance, so critically needed, is slow in coming.

Lanham and Trytten report that "significant studies dealing specifically with questions of administration and/or supervision of business education have not appeared in recent literature."³⁴ As stated in Chapter I, Price³⁵ made reference to a real weakness in the lack of written information concerning the administrative and supervisory responsibilities of state supervisors.

Although the Swanson (1967) study, in the Individual State Report for New Jersey, indicated that

. . . the New Jersey State Department of Vocational Education is perceived as presently engaging in a greater degree of leadership activity . . . than the average state department of education in the national sample . . . and . . . more actual involvement of groups and agencies in State Department of Vocational Education activities in New Jersey than in the national sample, . . .³⁶

³⁴Frank Lanham and J. M. Trytten, Review and Synthesis of Research in Business and Office Education (Columbus: ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1966), p. 85.

³⁵Ray G. Price and Charles R. Hopkins, Review and Synthesis of Research in Business and Office Education, Second Edition. (Research Series No. 55. Columbus: ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1970), p. 87.

³⁶Chester J. Swanson, "A Nationwide Study of the Administration of Vocational-Technical Education at the State Level," New Jersey Individual State Report, (Berkeley: University of California and U. S. Office of Education, 1967), p. 10.

in his Inaugural Address, New Jersey Governor William T. Cahill challenged the New Jersey Department of Education by saying

I have discussed these and other thoughts with those officially charged with the responsibility for the quality of secondary and higher education in this State . . . I have called for a master plan that talks not only of new money, but of new ideas . . . not only of new buildings, but of new teaching techniques . . . not only of new research grants, but of new leadership dedicated to new levels of excellence.³⁷

IV. Summary

Although the periodical literature expresses the need for effective supervision and leadership of business and office education at the state level, the review of literature disclosed few research studies in this area. Educators in New Jersey and nationally recognize the need for more effective supervision and the literature contains suggested elements of supervision through which this effectiveness might be realized.

³⁷William T. Cahill, "Inaugural Address," Trenton, New Jersey, January 20, 1970, p. 5.

CHAPTER III

METHOD AND PROCEDURES

This chapter describes the methods and procedures used for the study and is divided into six sections.

Section I explains the selection of the six sample groups with an identification of the subjects, a discussion of the sampling technique used, and data on response to the survey instrument.

Section II states the task requested of the subjects.

Section III discusses the development of the survey instrument, the pilot study, and modifications made to finalize the questionnaire.

Section IV describes the data analysis to be employed and illustrates the statistical design.

Section V describes the scope of the study and recognizes certain assumptions made by the researcher.

I. Selection of the Samples

The Subjects

In order to test the hypotheses, 282 professional business educators were included in the original mailing of the questionnaire. This group originally consisted of random (fifty) samples of the following populations:

B = National business education authorities

C₂ = New Jersey business educators (two-year colleges)

C₃ = New Jersey business educators (high school)

C₄ = New Jersey business educators (private business schools)

and the entire populations of:

A = Chief state supervisors of business and office education, and

C₁ = New Jersey business educators (four-year colleges)

Definitions of these terms can be found in Chapter I.

Sampling Techniques

A comprehensive view of perceptions and expectations of state-level supervision and leadership of business and office education across four educational levels was obtained by collecting data from random samples of national as well as certain state populations.

The population of A was taken from the 1970 Directory of State Supervisory Personnel in Business Education.¹ A random sample of B was taken from the National Association of Business Teacher Education Roster of Member Colleges and Universities, 1969-1970.²

¹National Business Education Association, New Dimensions in Business Teacher Preparation (National Business Education Quarterly, Vol. 38, No. 4, Summer 1970. Washington: National Business Education Association, May 1970), pp. 48-55.

²National Business Education Association, Contemporary Problems in Business Teacher Preparation (National Business Education Quarterly, Vol. 38, No. 2, Winter 1969. Washington: National Business Education Association, December 1969), pp. 58-64.

Random samples of C_2 and C_3 were taken from the Directory of Business Education, 1969-1970.³

A random sample of C_4 was taken from the Directory of New Jersey Private Business Schools, 1970,⁴ and the population of C_1 was accepted as listed in the Directory of Business Education, 1969-1970.⁵

For each of the groups, each professional business educator was assigned a number and his selection for inclusion in the individual group was determined by utilization of the Table of Random Numbers.⁶

Endorsement of this investigation was sought and obtained from the New Jersey Department of Education, Division of Vocational Education, for the purpose of increasing the returns.

While the survey was being conducted, it was necessary to reduce N in order to give an accurate report of response. A was revised because one state supervisory post was vacant. C_1 and C_2 were revised because two four-year college teachers

³New Jersey Department of Education, Division of Vocational Education, Directory of Business Education, 1969-1970 (Trenton: New Jersey Department of Education, Division of Vocational Education, December 1969), pp. 3-52, pp. 55-62.

⁴New Jersey Department of Education, Division of Vocational Education, Directory of New Jersey Private Business Schools, 1970 (Trenton: New Jersey Department of Education, Division of Vocational Education, 1970), pp. 1-19.

⁵New Jersey Department of Education, op. cit., pp. 53-4.

⁶Allen L. Edwards, Experimental Design in Psychological Research (New York: Holt, Rinehart and Winston, 1964), pp. 332-336.

and two two-year college teachers dropped from the college faculty rosters and could not be reached. C₄ was revised because two private business schools had gone out of business and the subjects could not be located.

Sample Size

In those rater groups where randomization was used, a sample of fifty was determined to be suitable. This determination was made because of its manageability and precision.

Random samples of this size plus the two populations used provided a total number of subjects that was manageable in terms of providing sufficient data, and, at the same time, allowing for efficient follow-up procedures to obtain a high percentage of responses.

Response Data

The actual number of usable responses from which the data for this study were gathered was 221 out of 282. Table I shows the specific breakdown of this information, the number of returns which could not be used because of being classified as unusable by the researcher, and the revision of N.

A return was classified as unusable if it was returned in blank with an indication that the subject did not wish to participate in the study. It should be pointed out, however, that the data on which this study was based were taken from the usable responses.

TABLE I
NUMBER AND PERCENTAGE OF RETURNS

Total Sample Contacted	Revised Sample	Usable Returns		Unusable Returns		Non- Respondents		Total Returns	
		N	%	N	%	N	%	N	%
A = 50	49	44	89.7959	2	4.0816	3	6.1224	46	93.8776
B = 50	50	28	56.0000	12	24.0000	10	20.0000	40	80.0000
C ₁ = 32	30	27	90.0000	0	0.0000	3	10.0000	27	90.0000
C ₂ = 50	48	34	70.8333	10	20.8333	4	8.3333	44	91.6667
C ₃ = 50	50	45	90.0000	3	6.0000	2	4.0000	48	96.0000
C ₄ = 50	48	43	89.5833	2	4.1666	3	6.2500	45	93.7500
282	275	221	80.3636	29	10.5454	25	9.0909	250	90.9091

II. Task

The subjects in the study were requested, by letter of transmittal, to complete a four-page questionnaire which required perceptions of (1) the effectiveness of their state service in business and office education at the present time in selected educational levels and (2) the effectiveness their state service should have in the same educational levels. The questionnaire and letter of transmittal can be found in the Appendix A.

The follow-up of non-respondents, accomplished by two additional letters of transmittal and telephone, required the same task.

III. Development of the Questionnaire

The order of relevant events which led to the completion of this study started with the development of an appropriate survey instrument during 1969-1970 to obtain data from the professional groups as described on page 33 to measure perceived effectiveness of state services in business and office education (a) as it presently exists, and (b) as it should exist in a desirable situation. Development of the survey instrument was accomplished by a review of related literature and professional beliefs of the investigator based on study and personal professional experience.

A preliminary identification of 172 supervisory and leadership principles were reduced by eliminating principles appearing to be of less importance than the remaining sixty-three principles found in the final survey instrument. These sixty-three principles represent what is believed to be the essential basic considerations for the development of a policy manual.

It should be remembered that these sixty-three principles were categorized in one of four areas of concern: (a) general service, (b) curriculum development, (c) research, and (d) professionalization of teachers. The operational definition of these terms can be found in Chapter I. The study is limited to these four areas of concern. Business and office education authorities readily agree that there are many other areas of concern but inclusion of additional areas would be excessive for an individual study. Table II shows the specific number of instrument items applicable to the four educational areas of concern.

The instrument items were designed in such a way that quantification and analysis of the results could be carried out efficiently. To accomplish such quantification and analysis, the instructions on the questionnaire allowed for a variety of responses by the subjects. The questionnaire items were in agreement-disagreement form⁷ permitting one of five possible

⁷Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1965), p. 495.

TABLE II

ALLOCATION OF QUESTIONNAIRE ITEMS TO AREA OF CONCERN

Area of Concern	Item Number	Total Items
General Service	1 - 29	29
Curriculum Development	30 - 39	10
Research	40 - 55	16
Professionalization of Teachers	56 - 63	8
Total		63

responses reflecting a measure of effectiveness. A Likert-type scale of from one to five was provided for the subject to report responses. The following values were assigned to the scale:

"5" indicates - "ALWAYS"

"4" indicates - "USUALLY"

"3" indicates - "OFTEN"

"2" indicates - "OCCASIONALLY"

"1" indicates - "NEVER"

Pilot Study

The pilot study of the original questionnaire took place in February 1970. The pilot study group involved an arbitrary selection of two subjects from each of the original five groups before samples were selected and therefore causing duplication in four returns. Each subject of the pilot study group was requested to identify instrument items which were believed to be (a) ambiguous, (b) impossible to answer, or (c) inappropriate. In addition, each subject was requested to record the amount of time required to complete the questionnaire.

On the basis of the completed pilot study, the following modifications in the questionnaire and planned procedures were made:

1. The number of educational levels to be included in the study was reduced from five to four, thus reducing a lengthy instrument which required too much completion time.

2. The educational level referring to "adult education" was changed to "two-year college education" because of its appropriateness to the New Jersey situation. As a result, a different population, two-year college business education teachers, was added.

3. It was decided that the subjects in C_1 , C_2 , C_3 , and C_4 will be requested to react only to that section of the survey directly related to their position, since it was learned that these subjects could not be expected to react to all items across all levels of education because of lack of knowledge and experience.

Refining the Questionnaire

Having refined the content and format of the questionnaire in accordance with what was learned in the pilot study, the next step was the determination of the most appropriate format for insuring maximum returns. To this end, the works of Fry, Moser, Paten, Wormser et al, and Young were consulted. They suggested the color of the questionnaire, flavor of the letter of transmittal, the second mailing schedule, and the use of commemorative stamps. As many of these elements were used as was possible but, unfortunately, it was outside the purpose of this study to assess the degree to which these suggestions, and others, improved the rate of return.

The initial mailing of the questionnaire took place in October 1970. This date was determined after considering such

factors as vacation periods and school calendar complications. The second mailing was initiated less than three weeks later when the rate of return from the first mailing had diminished substantially. The follow-up of non-respondents took place in November and was completed by November 15.

IV. Data Analysis

Hypotheses Tested

The following hypotheses, stated in null form, were tested:

H_1 = There is no significant difference of perceived effectiveness between the three rater groups of the four areas of concern at the four educational levels as measured by the effectiveness ratings on the survey instrument.

H_2 = There is no significant difference between the ratings of perceived effectiveness at the four educational levels in the four areas of concern as measured by effectiveness ratings on the survey instrument.

H_3 = There is no significant interaction in perceived effectiveness between the rater groups and educational levels in the four areas of concern as measured by the effectiveness ratings on the survey instrument.

Statistical Tests

In order to test these null hypotheses, a two-way multivariate analysis of variance was done. The independent variables were types of raters and educational levels.

Throughout the statistical analysis, the .05 level of significance was used. The design matrix is illustrated in Figure 1. The results of the statistical analysis and their implications are discussed in Chapter IV.

The difference between the means of perceived present functioning and perceived desired functioning was interpreted as an indication of an effectiveness gap. In order for no effectiveness gap to be present, the difference between the means would be 0:

$$(\bar{X}_2 - \bar{X}_1 = 0)$$

Therefore, any difference greater than 0 indicated some degree of ineffectiveness.

Each of the sixty-three principles were rated by members of each of the groups for Present and Should, resulting in 252 paired mean responses. Effectiveness gaps were determined from these 252 paired mean responses.

To provide manageability of the 252 effectiveness gaps, ten priority levels were established by the researcher. The first nine priority levels contained twenty-five principles each and twenty-seven principles were assigned to the tenth priority level. The highest priority is Priority Level 1 and the lowest is Priority Level 10.

Similarly, no weighting system was applied to the effectiveness gaps. The gap between 1.0 and 2.0 is considered equal to the gap between 2.0 and 3.0 for the purposes of this study.

	E ₁			E ₂			E ₃			E ₄		
	A	B	C ₁	A	B	C ₂	A	B	C ₃	A	B	C ₄
D ₁	P											
	S											
D ₂	P											
	S											
D ₃	P											
	S											
D ₄	P											
	S											

A = State Supervisors
 B = National business education authorities
 C = Teachers
 P = Presently
 S = Should
 D = Area of concern
 E = Educational level

FIGURE 1
DESIGN MATRIX

Validity

Extraneous variables were controlled as much as was possible to retain an acceptable degree of internal validity. The survey instrument was comprehensive so it is recognized that the problem of instrument length may have lessened external validity.

External validity is assumed to have been high despite the small multiple inclusion of the limited number of respondents during the pilot study. One factor jeopardizing external validity of the study was the fact that one rater group was required to rate his own group.

Content validity was maintained since the content of the survey instrument was representative of the total spectrum of supervision and leadership of business and office education.

CHAPTER IV

STATISTICAL ANALYSIS AND FINDINGS

This chapter presents the results of the survey described in Chapter III, a report of the statistical tests used, and the findings of the study.

I. Results

Mean responses are reported in Table III which shows mean responses of the rater groups for each of the four areas of concern at each educational level and include N and the standard deviations within each area. Sub-tables by educational level and area of concern appear in Appendix B.

II. Statistical Analysis

Statistical Tests

A two-way multivariate analysis of variance revealed a significant interaction between the main effects of types of raters and educational levels. Both main effects were also significant at $\alpha = .05$. Because sample size in each cell was not the same, the three tests of significance are not independent. The multivariate and univariate F-ratios are reported in Tables IV, V, and VI. Caution should be used in interpreting the P-values for the separate univariate tests since they are

TABLE III
MEAN RESPONSES OF RATER GROUPS FOR EACH
EDUCATIONAL LEVEL AND AREA OF CONCERN

		HIGH SCHOOL					
		Teachers N=45		State N=44		Authorities N=28	
			s		s		s
GENERAL SERVICES	P	2.99	0.92	3.83	0.59	3.28	0.87
	S	4.30	0.79	4.58	0.43	4.49	0.47
CURRICULUM DEVELOPMENT	P	2.94	1.12	3.75	0.80	3.19	1.08
	S	4.30	1.05	4.35	0.89	4.30	0.77
RESEARCH	P	2.65	0.93	3.08	0.73	2.50	0.97
	S	4.25	0.67	4.11	0.66	4.05	0.94
PROFESSION- ALIZATION OF TEACHERS	P	2.97	1.05	4.00	0.77	3.14	1.15
	S	4.39	0.85	4.59	0.79	4.31	0.70

P = Presently

S = Should

Scale

5 - "Always"
4 - "Usually"
3 - "Often"
2 - "Occasionally"
1 - "Never"

TABLE III (continued)

		PRIVATE SCHOOL					
		Tea. N=45	s	State N=43	s	Auth. N=28	s
GENERAL SERVICES	P	2.03	0.81	1.49	0.49	1.48	0.71
	S	3.43	0.91	2.47	1.52	3.29	1.05
CURRICULUM DEVELOPMENT	P	1.82	1.00	1.46	1.15	1.40	0.91
	S	3.24	1.09	2.43	1.70	3.10	1.13
RESEARCH	P	1.61	0.78	1.34	0.88	1.31	0.59
	S	3.41	1.03	2.34	1.49	3.14	1.19
PROFESSION- ALIZATION OF TEACHERS	P	1.98	1.03	1.74	1.32	1.40	0.88
	S	3.42	1.20	2.85	1.73	3.25	1.27

P = Presently

S = Should

Scale

- 5 - "Always"
- 4 - "Usually"
- 3 - "Often"
- 2 - "Occasionally"
- 1 - "Never"

TABLE III (continued)

TWO-YEAR COLLEGE							
		Tea. N=34	s	State N=43	s	Auth. N=28	s
GENERAL SERVICES	P	1.68	1.00	2.56	1.22	2.34	0.84
	S	4.02	0.68	3.58	1.58	3.99	0.74
CURRICULUM DEVELOPMENT	P	1.49	1.00	2.27	1.27	2.16	1.06
	S	3.96	0.83	3.27	1.69	3.84	0.91
RESEARCH	P	1.38	0.98	2.15	1.10	1.91	0.77
	S	3.97	1.03	3.21	1.53	3.73	0.98
PROFESSION- ALIZATION OF TEACHERS	P	1.49	1.17	2.67	1.41	2.36	1.19
	S	3.93	1.16	3.66	1.72	3.94	0.90

P = Presently

S = Should

Scale

- 5 - "Always"
- 4 - "Usually"
- 3 - "Often"
- 2 - "Occasionally"
- 1 - "Never"

TABLE III (continued)

		FOUR-YEAR COLLEGE					
		Tea. N=27	s	State N=43	s	Auth. N=28	s
GENERAL SERVICES	P	1.89	0.84	2.12	1.05	2.25	0.96
	S	4.13	0.57	3.20	1.39	3.85	0.80
CURRICULUM DEVELOPMENT	P	1.71	0.80	1.80	1.09	2.00	0.94
	S	3.76	0.97	2.88	1.54	3.49	1.03
RESEARCH	P	2.03	0.91	1.98	1.03	1.98	0.94
	S	4.17	0.74	3.02	1.34	3.65	1.00
PROFESSION- ALIZATION OF TEACHERS	P	2.12	0.93	2.36	1.23	2.38	1.20
	S	4.24	0.68	3.54	1.48	3.67	0.96

P = Presently

S = Should

Scale

- 5 - "Always"
- 4 - "Usually"
- 3 - "Often"
- 2 - "Occasionally"
- 1 - "Never"

TABLE IV

MULTIVARIATE ANALYSIS OF VARIANCE OF RATER GROUPS

F-Ratio for Multivariate Test of Equality of Mean Vectors: 7.7403				
D.F. = 16 and 834.0000				
P Less than 0.0000				
<u>Variable</u>	<u>Between Mean Square</u>	<u>Univariate F</u>	<u>P less than</u>	
1 Present-General Service	3.5760	4.2253	0.0153	
2 Present-Curriculum Development	2.8963	2.6818	0.0697	
3 Present-Research	2.1779	2.6803	0.0698	
4 Present-Professionalization of Teachers	11.2525	8.7958	0.0002	
5 Should-General Service	11.3458	10.7860	0.0001	
6 Should-Curriculum Development	14.4629	9.7840	0.0001	
7 Should-Research	23.1014	18.9656	0.0001	
8 Should-Professionalization of Teachers	3.8013	2.5794	0.0771	
Degrees of Freedom for Hypothesis: 2			51	
Degrees of Freedom for Error: 424			51	

TABLE V

MULTIVARIATE ANALYSIS OF VARIANCE OF EDUCATIONAL LEVELS

F-Ratio for Multivariate Test of Equality of Mean Vectors: 11.2314				
D.F. = 24 and 1210.0281				
P Less than 0.0000				
<u>Variable</u>	<u>Between Mean Square</u>	<u>Univariate F</u>	<u>P less than</u>	
1 Present-General Service	60.6243	71.6334	0.0000	
2 Present-Curriculum Development	68.9085	63.8036	0.0000	
3 Present-Research	37.1324	45.6989	0.0000	
4 Present-Professionalization of Teachers	57.0305	44.5794	0.0000	
5 Should-General Service	39.1853	37.2520	0.0000	
6 Should-Curriculum Development	41.0092	27.7423	0.0000	
7 Should-Research	28.4660	23.3698	0.0001	
8 Should-Professionalization of Teachers	31.9473	21.6780	0.0001	
Degrees of Freedom for Hypothesis:			2	
Degrees of Freedom for Error:			424	

TABLE VI

MULTIVARIATE ANALYSIS OF VARIANCE OF INTERACTION

F-Ratio for Multivariate Test of Equality of Mean Vectors: 1.9992				
D.F. = 48 and 2055.8772				
P Less than 0.0001				
<u>Variable</u>	<u>Between Mean Square</u>	<u>Univariate F</u>	<u>P less than</u>	
1 Present-General Service	5.4010	6.3818	0.0001	
2 Present-Curriculum Development	4.1873	3.8771	0.0009	
3 Present-Research	2.6350	3.2429	0.0040	
4 Present-Professionalization of Teachers	6.0527	4.7312	0.0002	
5 Should-General Service	3.7018	3.5192	0.0021	
6 Should-Curriculum Development	2.0804	1.4074	0.2103	
7 Should-Research	2.4779	2.0343	0.0600	
8 Should Professionalization of Teachers	1.9557	1.3271	0.2436	
Degrees of Freedom for Hypothesis:			6	
Degrees of Freedom for Error:			424	

indications of a test using only that single dependent variable and are too small when the variables are considered as a composite.

Interaction

A description of the nature of interaction provides greatest insight into the nature of the data. This interaction is shown in Figures 2 through 9.

These figures clearly show that an appraisal of any effectiveness depends upon who is doing that appraisal. In nearly all instances, teachers give the lowest evaluation in present effectiveness and, at the same time, desire greater effectiveness than other groups. Interestingly, state supervisors see a lower desired effectiveness than other groups. A high degree of similarity can be seen in the interaction of present and desired effectiveness in all four areas of concern.

Figures 2, 4, 6 and 8 imply much disagreement among the rater groups as to the over-all present effectiveness in the four areas. This is especially true in the area of General Services which is the most commonly recognized responsibility of the state office. Yet, there appears to be a general agreement as to where increased effectiveness is needed as seen in Figures 3, 5, 7 and 9.

Specifically, there appears to be closer agreement as to both the present and desired effectiveness at the high school educational level. In present effectiveness, the

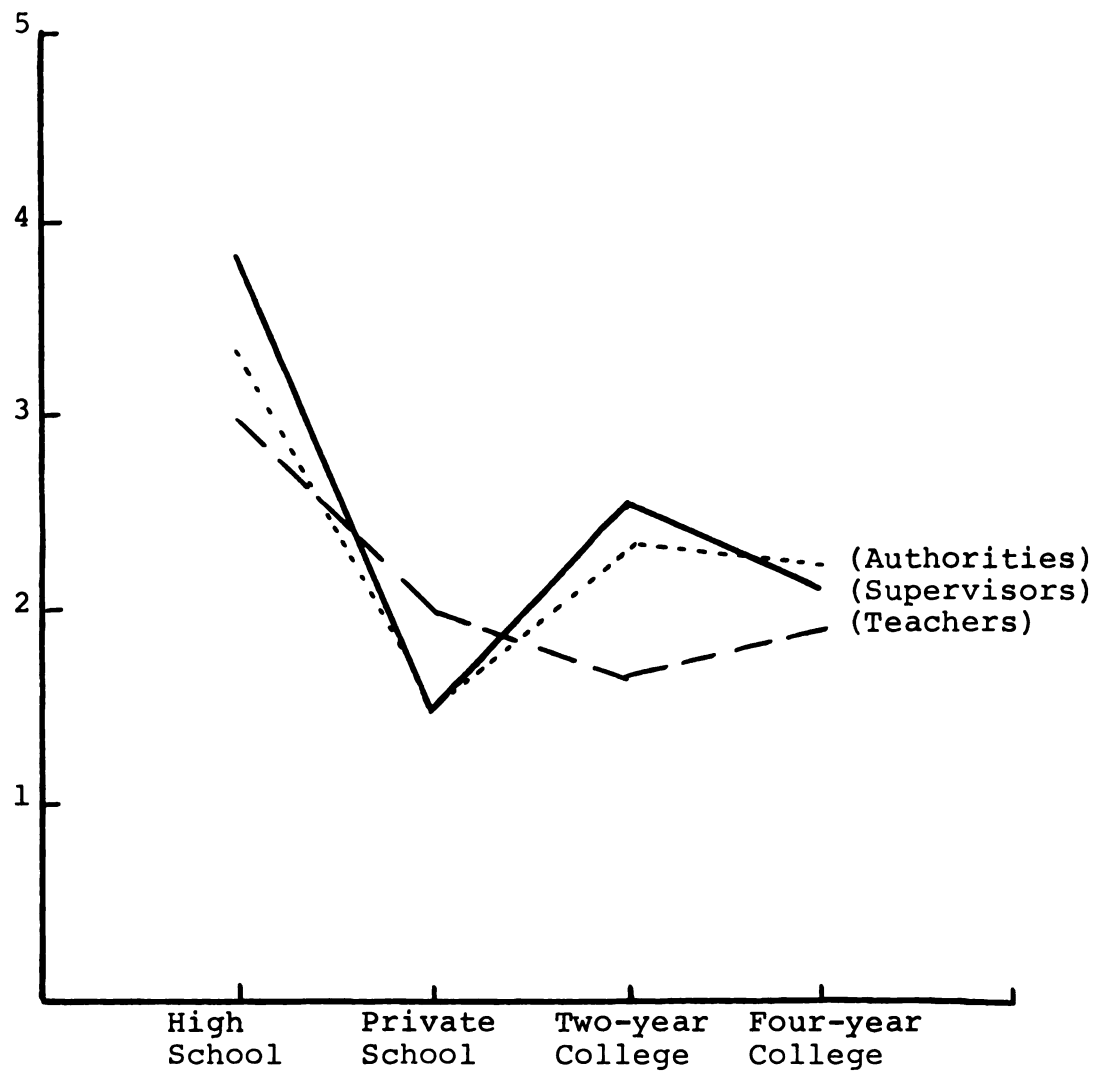


FIGURE 2
INTERACTION OF PRESENT GENERAL SERVICES

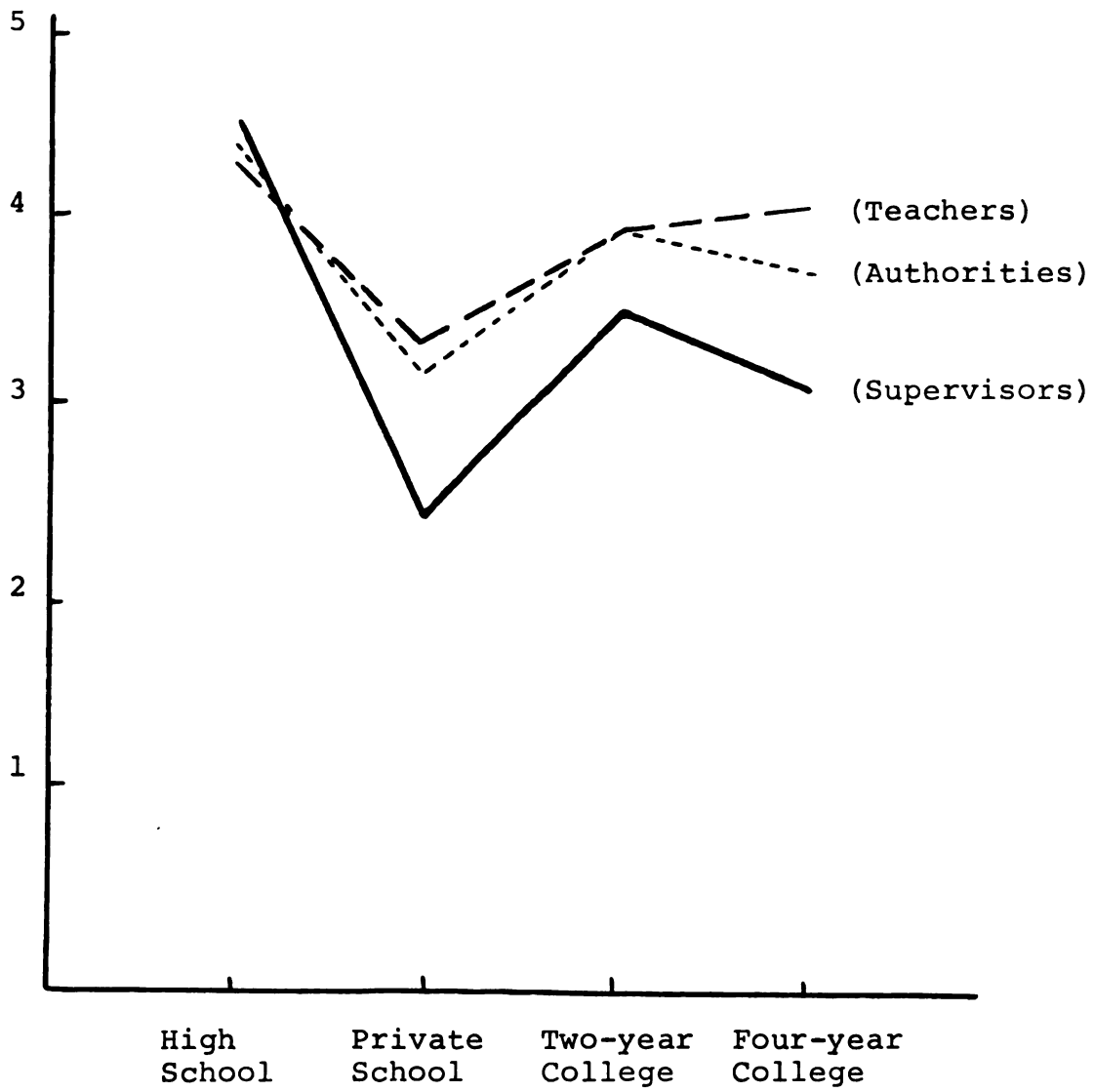


FIGURE 3
INTERACTION OF DESIRED GENERAL SERVICES

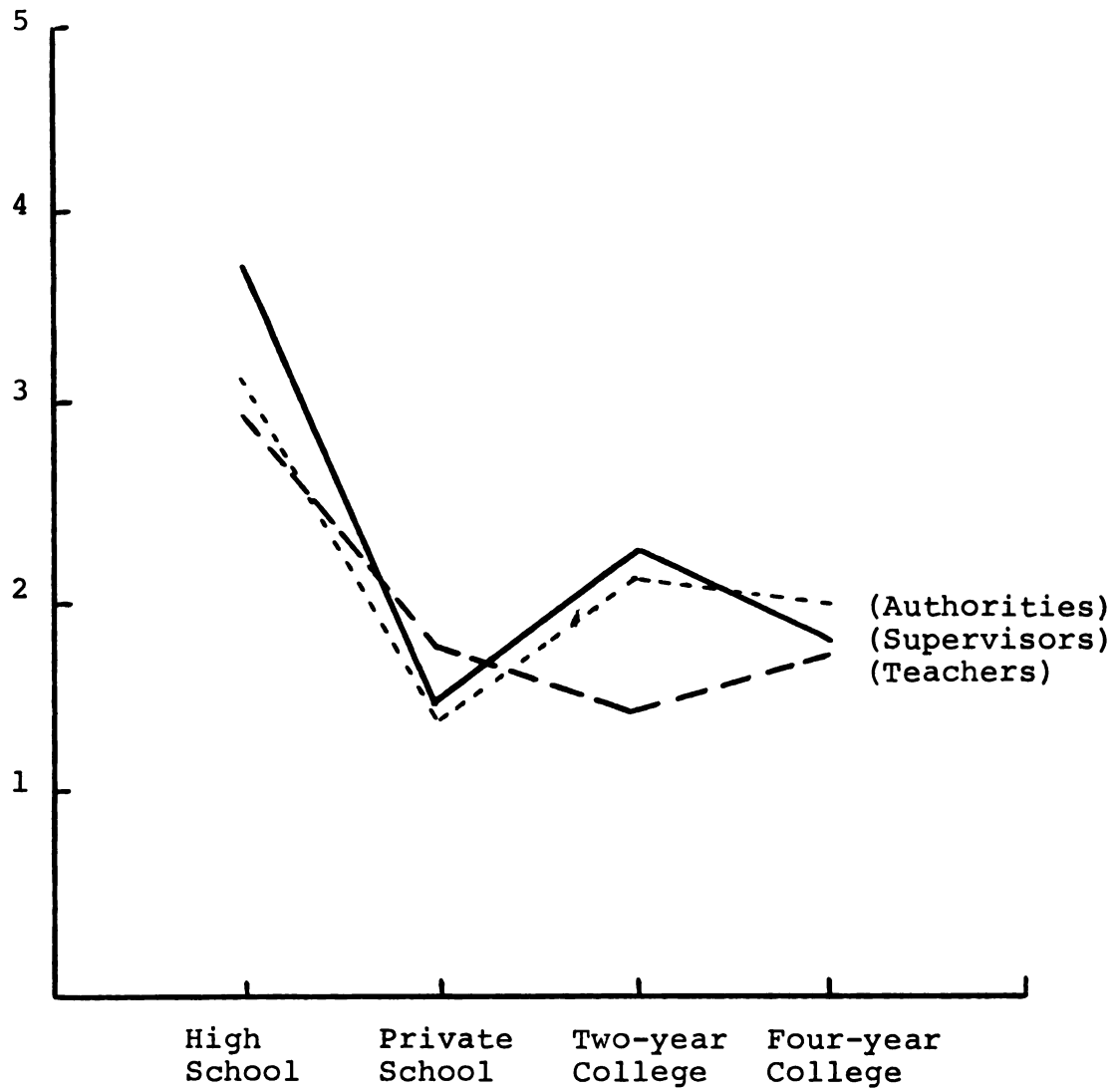


FIGURE 4
INTERACTION OF PRESENT CURRICULUM DEVELOPMENT

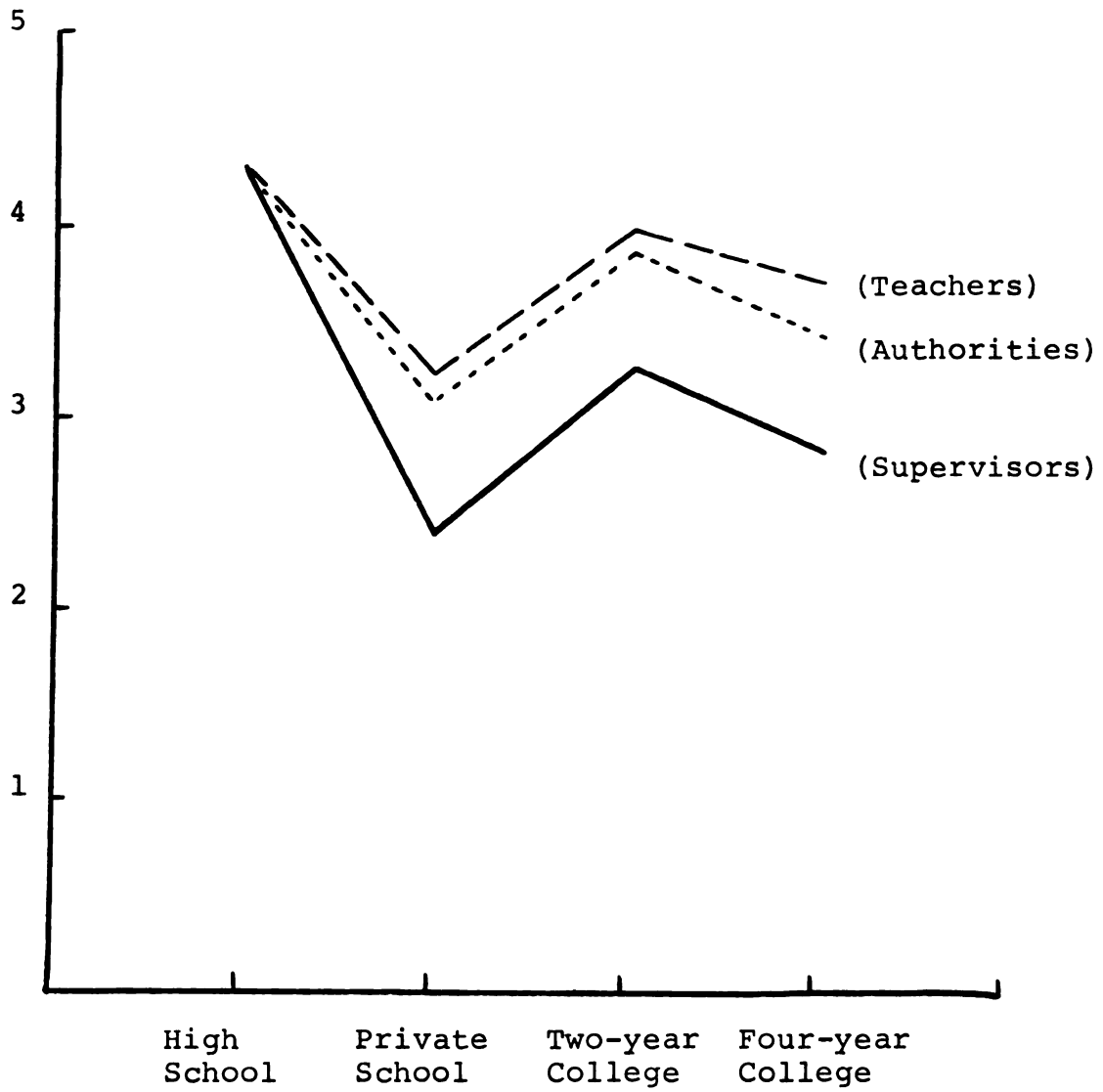


FIGURE 5
INTERACTION OF DESIRED CURRICULUM DEVELOPMENT

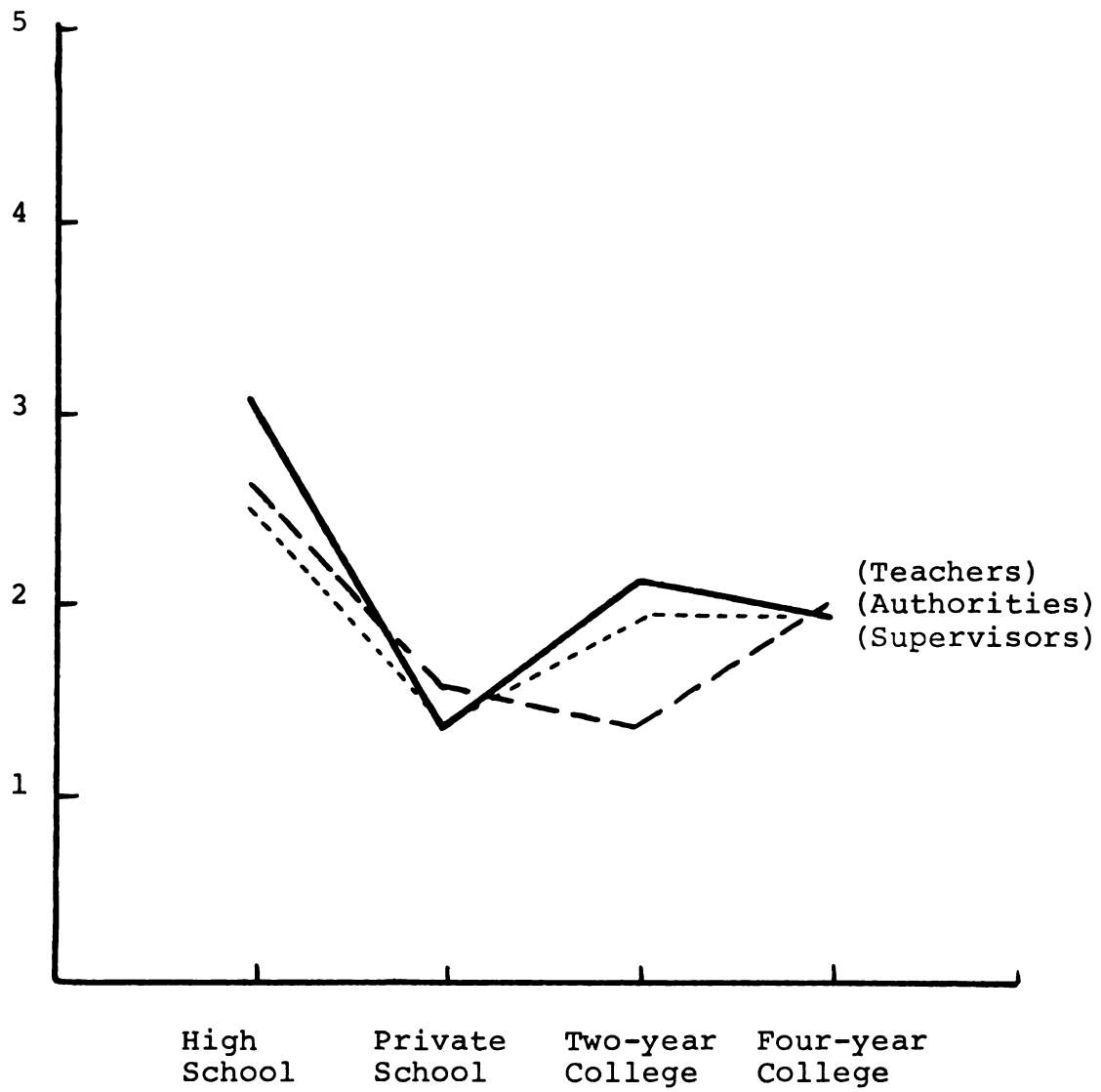


FIGURE 6
INTERACTION OF PRESENT RESEARCH

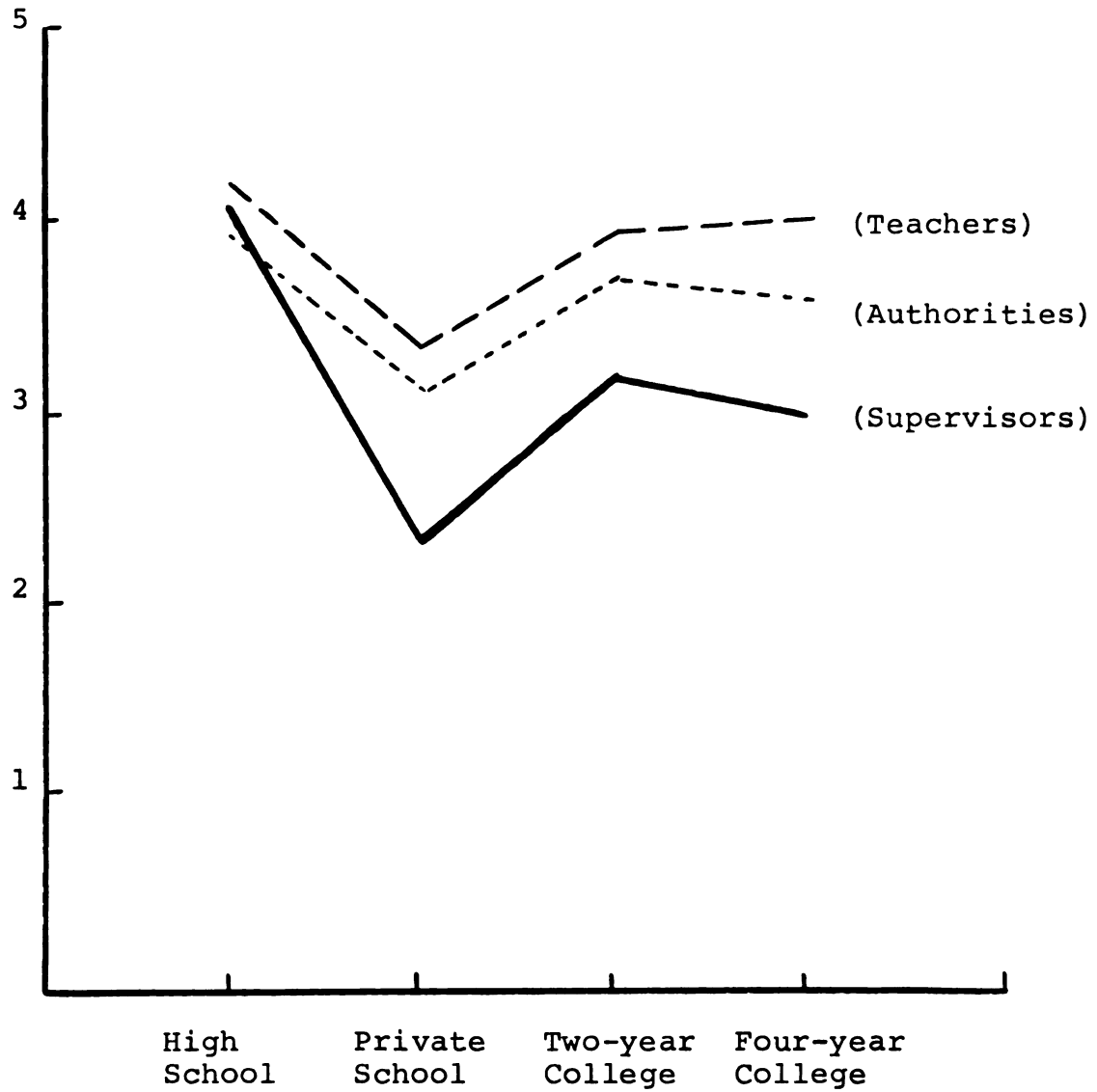


FIGURE 7
INTERACTION OF DESIRED RESEARCH

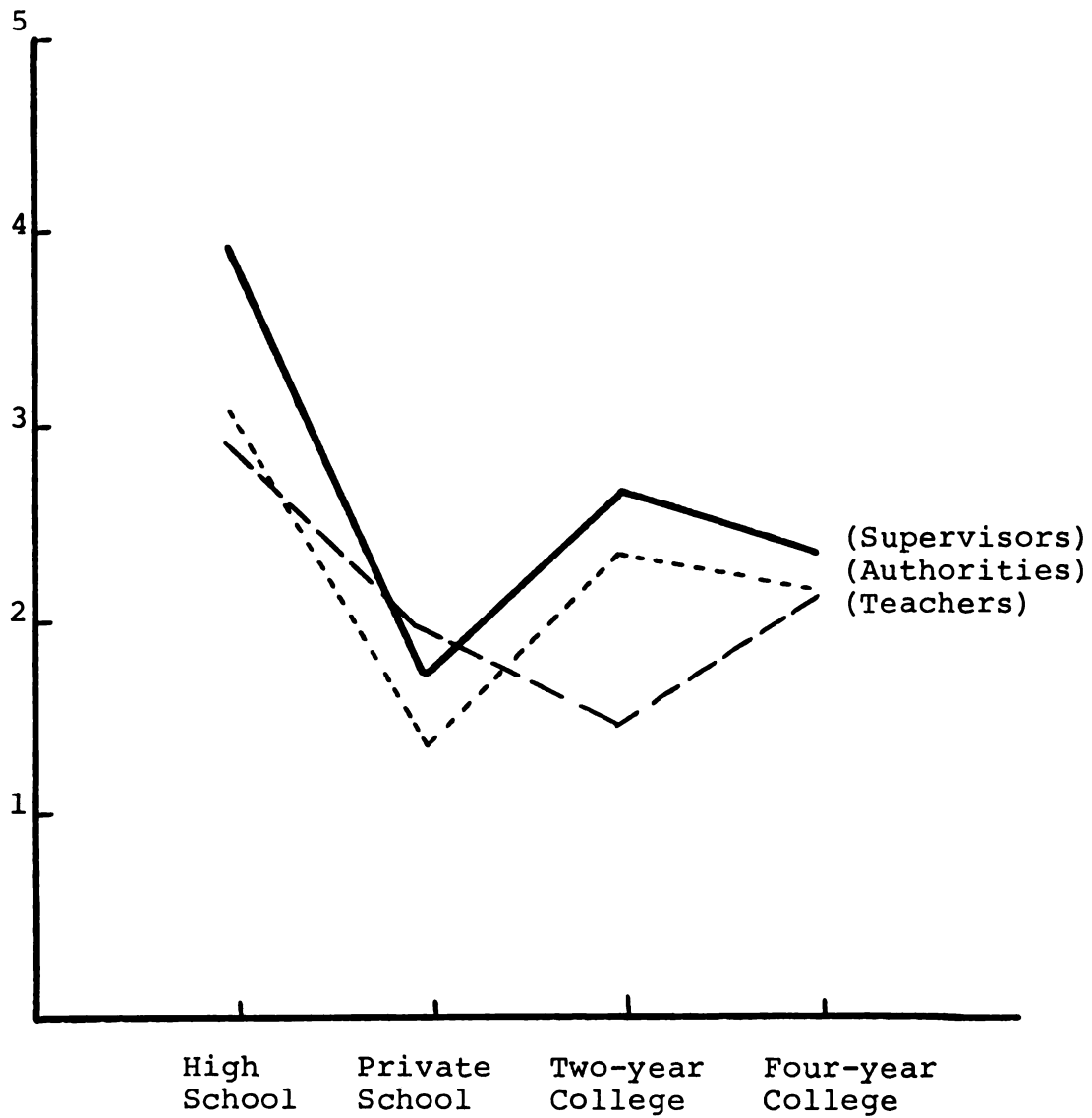


FIGURE 8
INTERACTION OF PRESENT PROFESSIONALIZATION
OF TEACHERS

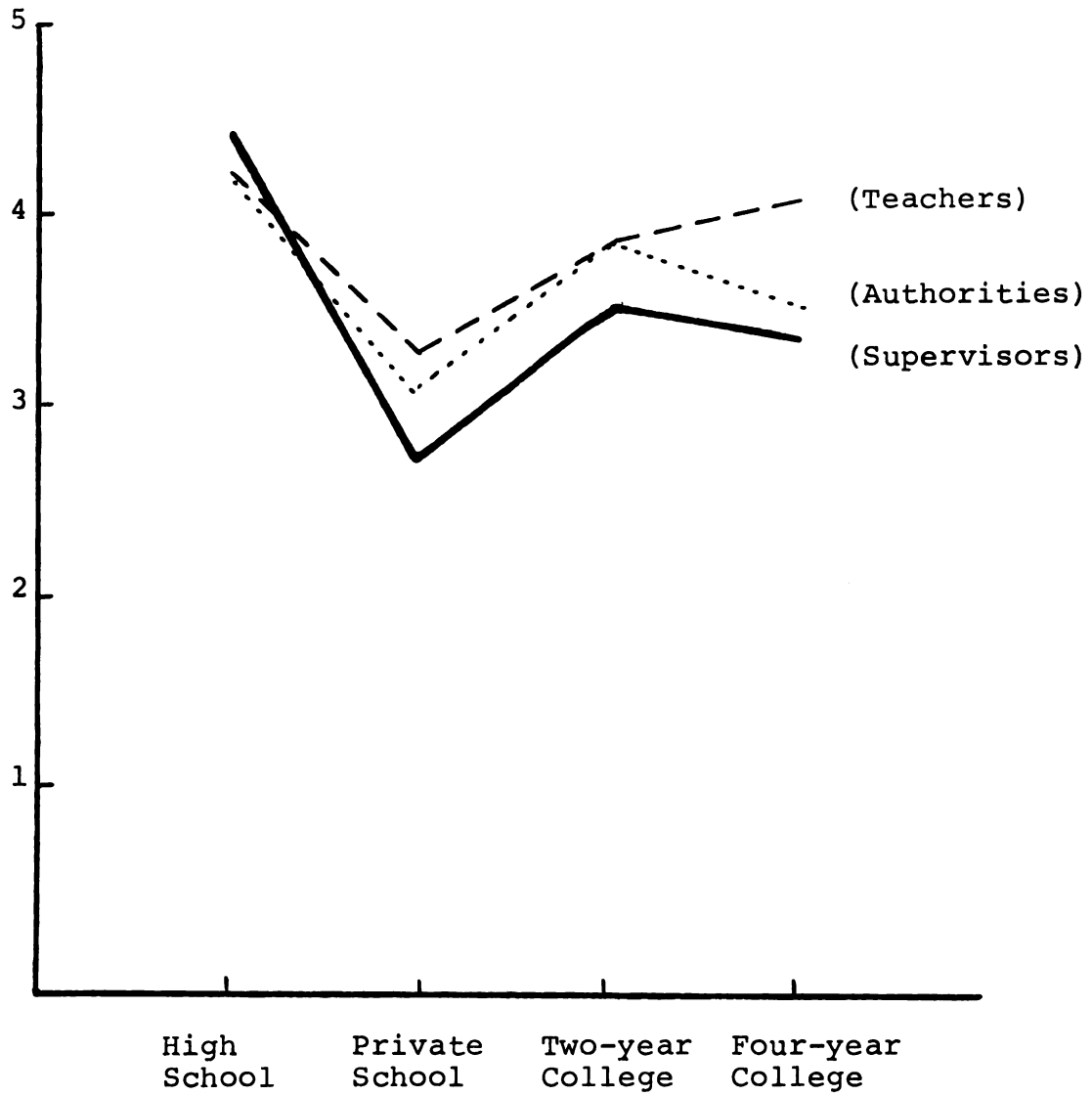


FIGURE 9
INTERACTION OF DESIRED PROFESSIONALIZATION
OF TEACHERS

greatest disagreement appears at the two-year college level. Yet, in terms of desired effectiveness, greater disagreement is seen at the private business school educational level.

III. General Findings

Determining the Effectiveness Gap

Further understanding of the data can be achieved by looking at the effectiveness gap. The difference between the mean of the perceived present effectiveness and the mean of the perceived desired effectiveness of the four areas of state supervision and leadership of business and office education in this study provides an indication of the gap currently existing in effectiveness of state supervision and leadership of business and office education in terms of those areas. A difference of .50 was determined to be meaningful.

The General Effectiveness Gap

Table VII summarizes the effectiveness gaps that exist at each educational level as seen by each of the rater groups. An analysis of this table reveals general effectiveness gaps as follows.

As seen by Teachers. Teachers at the high school, two-year college, and four-year college levels perceive a greater gap between the present and desired effectiveness of state supervision and leadership in business and office education than the gap which is perceived by state supervisors or national business education authorities.

TABLE VII

GENERAL EFFECTIVENESS GAPS* EXISTING IN SERVICES PROVIDED BY STATE
OFFICES IN THE SUPERVISION AND LEADERSHIP OF
BUSINESS AND OFFICE EDUCATION

As seen by	At the educational level of			
	High School Programs	Private Business School Programs	Two-year College Programs	Four-year College Programs
A (State Supervisors)	.7427	1.0152	1.0202	1.0979
B (National Business Education Authorities)	1.2591	1.7957	1.6827	1.5121
C (Teachers)	1.4213	1.5143	2.4628	2.1368

*Interpretation of Effectiveness Gap

(Low) 0 —————→ 4 (High)

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As seen by State Supervisors. In rating themselves, state supervisors of business and office education see the greatest gap between their perception of present and desired supervisory effectiveness at the four-year college level followed by the two-year college level. In contrast to the teachers and national business education authorities, state supervisors are somewhat more confident of their effectiveness at the high school and private business school level.

As seen by National Business Education Authorities. National business education authorities see a greater effectiveness gap at the private business school level, view the four-year college and two-year college effectiveness gap as nearly equal, and identify the smallest effectiveness gap at the high school.

Summary. Classroom teachers see a greater need for more effective state supervision and leadership in business and office education than do state supervisors of business and office education or national business education authorities. National business education authorities see a greater need for more effective supervision and leadership in business and office education from the state level than do state supervisors. State supervisors of business and office education do not see as large a gap in the effectiveness of their office in providing state supervision and leadership as do the teachers in the classroom or national business education authorities.

Effectiveness Gaps in General Services

Table VIII summarizes effectiveness gaps in providing supervision and leadership in general services from the state office as seen by each of the rater groups. An analysis of this table reveals effectiveness gaps as follows.

As seen by teachers. Teachers at the two-year college and four-year college level, in that order, see a larger gap in the general services provided by the state office than do teachers at the high school or private business school level. The largest effectiveness gap appears to be at the two-year college level.

As seen by State Supervisors. Rating themselves, state supervisors of business and office education see a considerably smaller gap in the effectiveness of their office in providing general services to the four educational levels. Although all gaps are smaller than those perceived by other rater groups, state supervisors indicate the gap existing at the four-year college level to be the largest.

As seen by National Business Education Authorities. National business education authorities perceive a greater effectiveness gap in the provision of general services from the state office than do state supervisors of business and office education. In three of the four educational levels, their perception of an effectiveness gap is less than that of the teacher. The one exception is at the private business

TABLE VIII

EFFECTIVENESS GAPS* EXISTING IN PROVISION OF
GENERAL SERVICES BY THE STATE OFFICE
OF BUSINESS AND OFFICE EDUCATION

As seen by	At the educational level of			
	High School Programs	Private Business School Programs	Two-year College Programs	Four-year College Programs
A (State Supervisors)	.7489	.9773	1.0249	1.0868
B (National Business Education Authorities)	1.2146	1.8083	1.6532	1.5988
C (Teachers)	1.3135	1.4057	2.3421	2.2343

*Interpretation of Effectiveness Gap

(Low) 0 —————> 4 (High)

school level. The effectiveness gap identified here is larger than that of the private business school teacher and is the largest effectiveness gap in general services indicated by national business education authorities.

Summary. Classroom teachers and national business education authorities perceive a greater effectiveness gap in the providing of general services from the state office than do supervisors. Teachers see the largest gap at the two-year college level, closely followed by the four-year college level, and national business education authorities see the greatest gap at the private business school level, followed closely by the two-year and four-year college levels. State supervisors do not identify large gaps at any level but the largest identified is at the four-year college level followed by the two-year college level. The smallest effectiveness gap identified by state supervisors is at the high school level.

Effectiveness Gaps in Curriculum Development

Table IX summarizes effectiveness gaps in providing supervision and leadership in curriculum development from the state office as seen by each of the rater groups. An analysis of this table reveals effectiveness gaps as follows.

As seen by Teachers. Teachers identify the greatest effectiveness gap in providing leadership in curriculum development at the two-year college level. This is followed closely

TABLE IX

EFFECTIVENESS GAPS* EXISTING IN PROVISION OF
CURRICULUM DEVELOPMENT BY THE STATE OFFICE
OF BUSINESS AND OFFICE EDUCATION

As seen by	At the educational level of			
	High School Programs	Private Business School Programs	Two-year College Programs	Four-year College Programs
A (State Supervisors)	.5952	.9775	1.0008	1.0800
B (National Business Education Authorities)	1.1008	1.7040	1.6798	1.4873
C (Teachers)	1.3684	1.4162	2.4645	2.0468

*Interpretation of Effectiveness Gap

(Low) 0 —————→ 4 (High)

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by the four-year college level. In addition, the identified gap at the private business school and high school level is much larger than perceived by state supervisors of business and office education.

As seen by State Supervisors. State supervisors do not see a large gap in the effectiveness of their office in the provision of leadership of curriculum development activities at any educational level. The largest gap identified by this group is at the four-year college level and the smallest at the high school level.

As seen by National Business Education Authorities. National business education authorities see the largest gap in curriculum development leadership at the private business school level. Closely following this is the two-year and four-year college level with the smallest gap appearing at the high school level.

Summary. Teachers, state supervisors, and national business education authorities agree that the effectiveness gap in curriculum development is smallest at the high school level. Teachers identify the largest gap to be at the two-year college level; supervisors identify the largest gap at the four-year college level; and national business education authorities see the largest gap at the private business school level. All rater groups agree on the smallest gap but there is no agreement as to where the greatest need exists.

Effectiveness Gaps in Research

Table X summarizes effectiveness gaps in providing supervision and leadership in research from the state office as seen by each of the rater groups. An analysis of this table reveals effectiveness gaps as follows.

As seen by Teachers. Considerably large effectiveness gaps are identified by the teachers with the largest gap at the two-year college level and followed by the four-year college level. The smallest gap indicated, although of considerable size, is at the high school level.

As seen by State Supervisors. State supervisors appear to be in agreement with teachers in indicating the largest effectiveness gap in the research area to be at the two-year college level and followed by the four-year college level. However, state supervisors indicate that their smallest gap appears at the private business school level rather than the high school level.

As seen by National Business Education Authorities. National business education authorities are in agreement with teachers as to where the largest and smallest effectiveness gaps appear. They differ from state supervisors only in that they perceive the effectiveness gap to be larger at the private school level rather than the high school level.

Summary. Large effectiveness gaps in research supervision and leadership appear at all educational levels. There is general agreement among the rater groups that the largest

TABLE X

EFFECTIVENESS GAPS* EXISTING IN PROVISION
OF RESEARCH BY THE STATE OFFICE OF
BUSINESS AND OFFICE EDUCATION

As seen by	At the educational level of			
	High School Programs	Private Business School Programs	Two-year College Programs	Four-year College Programs
A (State Supervisors)	1.0330	.9981	1.0645	1.0401
B (National Business Education Authorities)	1.5546	1.8275	1.8188	1.6709
C (Teachers)	1.5782	1.8009	2.5960	2.1453

*Interpretation of Effectiveness Gap

(Low) 0 —————→ 4 (High)

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gap exists at the two-year college level and is followed by the four-year college level. Teachers and national business education authorities perceive the effectiveness gap at the private business school level to be larger than at the high school level. State supervisors do not agree with this. The state supervisors do not see as large an effectiveness gap in the area of research at any level as do teachers and national business education authorities.

Effectiveness Gaps in Professionalization of Teachers

Table XI summarizes effectiveness gaps in providing supervision and leadership in professionalization of teachers as seen by each of the rater groups. An analysis of this table reveals effectiveness gaps as follows.

As seen by Teachers. Teachers perceive the greatest gap in the effectiveness of state supervision and leadership in providing for the professionalization of teachers at the two-year college level, followed closely by the four-year college level. They perceive a large gap, almost identical, at the private business school and high school level. Their perceptions of effectiveness gaps are much larger at all educational levels than those perceived by state supervisors.

As seen by State Supervisors. State supervisors do not see large effectiveness gaps in the professionalization of teachers in terms of services provided by their offices.

TABLE XI

EFFECTIVENESS GAPS EXISTING IN PROVISION
OF PROFESSIONALIZATION OF TEACHERS
BY THE STATE OFFICE OF BUSINESS
AND OFFICE EDUCATION

As seen by	At the educational level of			
	High School Programs	Private Business School Programs	Two-year College Programs	Four-year College Programs
A (State Supervisors)	.5973	1.1081	.9913	1.1845
B (National Business Educational Authorities)	1.1664	1.8432	1.5789	1.2914
C (Teachers)	1.4250	1.4345	2.4485	2.1177

* Interpretation of Effectiveness Gap

(Low) 0 —————→ 4 (High)

They identify the four-year college and private business school levels as having the largest effectiveness gaps.

As seen by National Business Education Authorities.

National business education authorities identified the private business school level as the level where the greatest gap exists in present and desired effectiveness of the state office of business and office education. Second to this level was the two-year college level followed closely by the four-year college level. This group perceived the gap at the high school to be the smallest.

Summary. Teachers and national business education authorities see a larger effectiveness gap in state supervision and leadership in providing for the professionalization of teachers at all levels than do the state supervisor. Teachers identify the largest gap at the two-year college level; the national business education authorities perceive it to be at the private business school level; and state supervisors see a greater need for providing these opportunities at the four-year college level.

IV. Findings Specific to New Jersey

Further progress toward accomplishing the purpose of this study was realized by detailed inspection of the means of responses from New Jersey business educators appearing on the survey instrument.¹

¹Individual means are not reported in the study.

By inspecting these means, an effectiveness gap for each principle was indicated for New Jersey and a priority order of principles was established to facilitate treatment. There were no negative mean differences or differences equal to .0. Tables XII through XXVII show the effectiveness gaps and priority order of the supervisory principles.

Tables XII through XV relate to New Jersey high school business education programs, Tables XVI through XIX relate to New Jersey private business school business education programs, Tables XX through XXIII relate to New Jersey two-year college business education programs, and Tables XXIV through XXVII relate to New Jersey four-year college business education programs.

Table XII, an evaluation of the effectiveness of providing general services as perceived by high school business educators, indicates a high priority should be given to additional staffing at the state level and stresses the need for improved communication techniques relating to employment information for new teachers, new and innovative teaching practices, and new instructional materials.

Table XIII, which concerns leadership in curriculum development as perceived by high school business educators, indicates a high priority should be given to the preparation of instructional units, curriculum guides, and courses of study.

TABLE XII

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN PROVIDING GENERAL
SERVICES TO HIGH SCHOOL BUSINESS EDUCATION
PROGRAMS AS PERCEIVED BY NEW JERSEY
HIGH SCHOOL BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Sufficiently staffed to provide adequate service	2.3702	1
2. Provides employment information for business teachers new to the state	1.9957	4
3. Publicizes innovative or specialized practices to be seen in the state	1.9176	5
4. Strives to maintain a system of communication, such as newsletters	1.8975	5
5. Provides information about new instructional materials	1.8420	6
6. Provides career information to students	1.8334	6
7. Makes recommendations to appropriate person(s) when deficiencies in program have been identified	1.6488	7
8. Provides instructional materials	1.6428	7
9. Assists in securing competent personnel for teaching positions	1.6300	7
10. Coordinates ideas and trends from national, regional, state and local sources and applies them state-wide	1.5784	8

TABLE XII (continued)

Principle	Effectiveness Gap*	Priority Level
11. Provides assistance and information on questions related to program funding	1.5526	8
12. Is developing a unified state-wide plan	1.5079	8
13. Attempts to ascertain and continually improve the public image of business and office education	1.5061	8
14. Provides physical equipment and classroom layout guidelines	1.4651	8
15. Assists in developing teacher education programs	1.4419	9
16. Utilizes business and other non-educators to improve programs	1.4152	9
17. Has a well-formulated philosophy	1.4109	9
18. Provides for systematic program evaluation	1.3675	9
19. Assists in developing in-service programs for teachers	1.3494	9
20. Develops flexible and functional administrative policies and procedures to provide a program of state leadership	1.3357	9
21. Assumes a leadership role	1.3129	9
22. Has developed definite goals	1.2554	9
23. Provides consultative services for implementing guidelines	1.1449	10

TABLE XII (continued)

Principle	Effectiveness Gap*	Priority Level
24. Assists in planning for full utilization of equipment and facilities	1.1422	10
25. Works with those non-educational professional groups concerned about the advancement and improvement of business and office education	1.1214	10
26. Determines where and how state/federal funds may best be used	.9989	10
27. Is alert to the changing needs of business	.9768	10
28. Can readily provide educational statistical data	.9603	10
29. Solicits annual reports	.8793	10

*Interpretation of Effectiveness Gap:

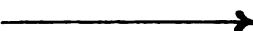
(Low) 0  4 (High)

TABLE XIII

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN THE AREA OF
HIGH SCHOOL BUSINESS EDUCATION CURRICULUM
DEVELOPMENT AS PERCEIVED BY NEW JERSEY
HIGH SCHOOL BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Prepares instructional units	2.0833	3
2. Develops and publishes curriculum guides or courses of study	2.0239	4
3. Makes available current reference files on courses of study	1.6154	7
4. Conducts curriculum development activities	1.6036	7
5. Assists in up-grading of non-vocational business courses	1.5891	7
6. Provides consultative services for curriculum development	1.5184	8
7. Develops guidelines to direct and assist schools in establishing business education programs	1.4104	9
8. Seeks reorganization and enrichment of the curriculum based upon needs, interests and aptitudes of students	1.3500	9
9. Uses advice and counsel of people from business and industry	1.2683	10
10. Encourages creation of work experience programs	.6461	10

*Interpretation of Effectiveness Gap:

(Low) 0 —————> 4 (High)

Table XIII also indicates that the lowest priority should be assigned to encouraging creation of work-experience programs. The small effectiveness gap here is explained by the fact that high school business educators perceive that the state office is presently near the perceived ultimate in effectiveness. This is confirmed by Kingston (1970).²

In the area of research, as shown in Table XIV, New Jersey high school business educators indicate a small gap in the state department's awareness of needed research but places a high priority on the need for the group to be more informed of business education experimental programs in the state. Of a high priority nature, too, is the need for aid in conducting and assisting in surveys and follow-up studies to provide for program improvement and to obtain useful occupational data.

Table XV indicates that New Jersey high school business educators want to participate in the development of a state-wide program for business and office education. In the area of professionalization of teachers, these same educators indicate a serious effectiveness gap in the state office assuming the role of business education leader in New Jersey. This effectiveness gap provides additional evidence of the need for this study.

²Carmela C. Kingston, "A Study of Status and Effectiveness of Cooperative Office Education in New Jersey--1968-1969" (unpublished Doctoral dissertation, Temple University, 1970).

TABLE XIV

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN THE AREA OF HIGH
SCHOOL BUSINESS EDUCATION RESEARCH AS PERCEIVED
BY NEW JERSEY HIGH SCHOOL BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Provides information on various business education experimental programs underway in the state	2.0814	3
2. Utilizes and/or conducts community surveys as a technique of up-grading programs	2.0079	4
3. Assists teachers and administrators in making occupational, equipment, student-interest, and follow-up studies	1.8128	6
4. Organizes committees of teachers to study problems of state-wide nature	1.7420	6
5. Develops materials for state-wide demonstration purposes based on completed research	1.6951	7
6. Issues bulletins which describe research studies of value and interest	1.6191	7
7. Completes a thorough periodic program review	1.5808	7
8. Utilizes research findings for program improvement	1.5587	8
9. Encourages observations of experimental programs underway within the state	1.4939	8

TABLE XIV (continued)

Principle	Effectiveness Gap*	Priority Level
10. Works cooperatively with educational institutions in research activities	1.4321	8
11. Coordinates research activities of graduate students with research needed in the state	1.3947	9
12. Initiates research activities in state educational institutions	1.3658	9
13. Provides assistance in writing research proposals for federal funding	1.3571	9
14. Conducts studies of appropriate business education enrollment trends	1.3334	9
15. Promotes business education research activities within and among the state educational institutions	1.3295	9
16. Demonstrates an awareness of research needed	1.2526	10

*Interpretation of Effectiveness Gap:

(Low) 0 —————> 4 (High)

TABLE XV

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN THE
PROFESSIONALIZATION OF HIGH SCHOOL
BUSINESS EDUCATION TEACHERS AS
PERCEIVED BY NEW JERSEY HIGH
SCHOOL BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Provides opportunities for classroom teachers to assist in developing a unified state program in business and office education	1.9315	5
2. Assumes the role of business education leader in the state	1.7209	7
3. Provides leadership in developing professional growth of teachers	1.5835	7
4. Conducts state-wide workshops, institutes, seminars and/or in-service training programs	1.5127	8
5. Participates in national and regional professional conferences and then relays pertinent information to state teachers	1.5000	8
6. Encourages use of its business and office education state services	1.4958	8
7. Provides opportunities for active participation in national, regional and state conferences	1.2790	10
8. Encourages affiliation with state, regional and national organizations	1.1467	10

*Interpretation of Effectiveness Gap:

(Low) 0 —————> 4 (High)

In Table XVI, private business school business educators place high priority on increasing the effectiveness of the state office in providing career information to students, including private business schools in federal and state funding policies, and increasing the size of the state staff in order to provide more adequate services to the schools.

Since private business schools in New Jersey are regulated by statute, there is considerable reporting demanded by the state office. This explains the minimal effectiveness gap in the principles related to soliciting annual reports and assuming a leadership role.

Private business school business educators do not see large effectiveness gaps in the area of curriculum development. In Table XVII they do, however, indicate a desire for more consultative assistance but indicate a low priority on the state office actually developing instructional units.

Similar to high school business educators, private business school business educators in Table XVIII place as first priority a desire to have information on business education experimental programs in New Jersey. As a second priority, they wish to be advised of research findings for program development. The low effectiveness gap in periodic program reviews by the state office is once again explained by the fact that private business schools are regulated by state statute.

TABLE XVI

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION
AND LEADERSHIP NEEDED IN NEW JERSEY IN PROVIDING
GENERAL SERVICES TO PRIVATE BUSINESS SCHOOL
BUSINESS EDUCATION PROGRAMS AS PERCEIVED
BY NEW JERSEY PRIVATE BUSINESS
SCHOOL BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Provides career information to students	2.1905	2
2. Determines where and how state/federal funds may be best used	2.1633	3
3. Sufficiently staffed to provide adequate service	1.9816	4
4. Publicizes innovative or specialized practices to be seen in state schools	1.9250	5
5. Provides information about new instructional materials	1.9070	5
6. Attempts to ascertain and continually improve the public image of business and office education	1.9048	5
7. Provides information and assistance on questions related to program funding according to state policy	1.8844	5
8. Coordinates ideas and trends from national, regional, state and local sources and applies them state-wide	1.8374	6
9. Strives to maintain a system of communication, such as newsletters	1.8311	6

TABLE XVI (continued)

Principle	Effectiveness Gap*	Priority Level
10. Provides employment information for business teachers new to the state	1.6659	7
11. Utilizes businessmen and other non-educators to improve programs	1.6083	7
12. Works with those non-educational professional groups concerned about the advancement and improvement of business and office education	1.6037	7
13. Has a well-formulated philosophy	1.5575	8
14. Can readily provide educational statistical data	1.4286	8
15. Assists in securing competent personnel for teaching positions	1.4285	8
16. Develops flexible and functional administrative policies and procedures	1.4027	9
17. Assists in developing in-service programs for teachers	1.3953	9
18. Assists in developing teacher education programs	1.3953	9
19. Is alert to the changing needs of business	1.3256	9
20. Has developed definite goals	1.3153	9
21. Makes recommendations to appropriate person(s) when deficiencies in program have been identified	1.2440	9
22. Is developing a unified state-wide plan	1.2353	10

TABLE XVI (continued)

Principle	Effectiveness Gap*	Priority Level
23. Provides instructional materials	1.2093	10
24. Provides consultative service for implementing guidelines	1.1190	10
25. Provides for systematic program evaluation	1.0930	10
26. Assists in planning for full utilization of equipment and facilities	1.0465	10
27. Provides physical equipment and classroom layout guidelines	.9768	10
28. Assumes a leadership role	.8837	10
29. Solicits annual reports	.5565	10

*Interpretation of Effectiveness Gap:

(Low) 0 —————> 4 (High)

TABLE XVII

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN THE AREA OF PRIVATE
BUSINESS SCHOOL BUSINESS EDUCATION CURRICULUM
DEVELOPMENT AS PERCEIVED BY NEW JERSEY
PRIVATE BUSINESS SCHOOL
BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Provides consultative service for curriculum development	1.8292	6
2. Develops and publishes curriculum guides or courses of study	1.8095	6
3. Makes available current reference files on courses of study	1.6429	7
4. Uses advice and counsel of people from business and industry	1.4418	8
5. Seeks enrichment and reorganization of the curriculum based upon needs, interests, and aptitudes of students	1.4186	9
6. Encourages creation of work-experience programs	1.4186	9
7. Renders assistance in upgrading of the non-vocational business courses	1.3948	9
8. Prepares guidelines to direct and assist schools in establishing business education programs	1.3658	9
9. Conducts curriculum development activities	1.3095	9
10. Prepares instructional units	1.1982	10

*Interpretation of Effectiveness Gap:

(Los) 0 —————> 4 (High)

TABLE XVIII

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN THE AREA OF PRIVATE
BUSINESS SCHOOL BUSINESS EDUCATION RESEARCH AS
PERCEIVED BY NEW JERSEY PRIVATE BUSINESS
SCHOOL BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Provides information on various business education experimental programs underway in the state	2.3095	2
2. Utilizes research findings for program improvement	2.2205	2
3. Develops materials for state-wide demonstration purposes based on completed research	2.1841	3
4. Issues bulletins which describe research studies of value and interest	2.1719	3
5. Encourages observations of experimental programs underway within the state	2.0500	4
6. Provides assistance in writing research proposals for federal funding	1.9891	4
7. Promotes business education research activities within and among the state educational institutions	1.9861	4
8. Utilizes and/or conducts community surveys as a technique in up-grading programs	1.8933	5

TABLE XVIII (continued)

Principle	Effectiveness Gap*	Priority Level
9. Assists teachers and administrators in making occupational, equipment, student-interest, and follow-up studies	1.8536	6
10. Organizes committees of teachers to study programs of state-wide nature	1.8250	6
11. Works cooperatively with educational institutions in research activities	1.8218	6
12. Initiates research activities in state educational institutions to identify business education program needs	1.8101	6
13. Demonstrates an awareness of research needed	1.7837	6
14. Coordinates research activities of graduate students with research needed in the state	1.7381	6
15. Conducts studies of appropriate business education enrollment trends	1.4181	9
16. Completes a thorough periodic program review	1.1707	10

*Interpretation of Effectiveness Gap:

(Low) 0 \longrightarrow 4 (High)

In Table XIX, private business school educators, as do high school business educators, see an effectiveness gap in the provision of opportunities to become involved in the development of a state-wide program for business and office education. They also perceive a priority for the state office to provide workshops, institutes, seminars and in-service training programs.

Initial indications of the high priority principles determined in the study may be noted in Table XX. Two-year college business educators indicate that the general services provided by the state office need to expand in order to provide more employment information for new business education teachers and to include additional staff so that the state office can provide adequate service. The problem of communication is identified again as a high priority need.

In Table XXI, two-year college business educators identify an effectiveness gap in providing consultative service and in utilizing the advice and counsel of people from business and industry. They also identify the need for reference materials on courses of study as well as indicating the state office should exert more effort in the development and publication of curriculum guides and courses of study.

Table XXII reveals that two-year college business educators indicate several high priority principles of supervision and leadership in the area of research. Communication,

TABLE XIX

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN PROFESSIONALIZATION
OF PRIVATE BUSINESS SCHOOL BUSINESS EDUCATION
AS PERCEIVED BY NEW JERSEY PRIVATE
BUSINESS SCHOOL BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Provides opportunities for classroom teachers to assist in developing unified state programs in business and office education	1.9500	5
2. Conducts state-wide workshops, institutes, seminars and/or in-service training programs	1.8055	6
3. Provides leadership in developing professional growth of teachers	1.6923	7
4. Encourages use of its business and office education state services	1.6905	7
5. Participates in national and regional conferences and then relays pertinent information to state teachers	1.6626	7
6. Provides opportunities for active participation in national, regional and state conferences	1.5404	8
7. Assumes the role of business education leader in the state	1.4524	8
8. Encourages affiliation with state, regional and national organizations	1.2896	9

*Interpretation of Effectiveness Gap:

(Low) 0 —————> 4 (High)

TABLE XX

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN PROVIDING GENERAL
SERVICES TO TWO-YEAR COLLEGE BUSINESS EDUCATION
PROGRAMS AS PERCEIVED BY TWO-YEAR
COLLEGE BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Provides employment information for business teachers new to the state	2.7401	1
2. Is sufficiently staffed to provide adequate service	2.6229	1
3. Publicizes innovative or specialized practices to be seen in state schools	2.3718	1
4. Strives to maintain a system of communication, such as newsletters	2.3030	2
5. Provides career information to students	2.2972	2
6. Is alert to the changing needs of business	2.2331	2
7. Coordinates ideas and trends from national, regional, state and local sources and applies them state-wide	2.2203	2
8. Develops flexible and functional administrative policies and procedures to provide a program of state leadership	2.1457	3
9. Attempts to ascertain and continually improve the public image of business and office education	2.1386	3

TABLE XX (continued)

	Principle	Effectiveness Gap*	Priority Level
10.	Provides information about new instructional materials	2.1242	3
11.	Can readily provide educational statistical data	2.1109	3
12.	Provides information and assistance on questions related to program funding	2.0862	3
13.	Utilizes businessmen and other non-educators to improve programs	2.0491	4
14.	Provides consultative service for implementing guidelines	2.0236	4
15.	Assists in planning for full utilization of equipment and facilities	2.0189	4
16.	Assists in developing in-service programs for teachers	2.0063	4
17.	Works with those non-educational professional groups concerned about the advancement and improvement of business and office education	1.9562	5
18.	Assists in securing competent personnel for teaching positions	1.9300	5
19.	Has developed definite goals	1.9020	5
20.	Makes recommendations to appropriate person(s) when deficiencies in program have been identified	1.8648	5
21.	Provides for systematic program review	1.8592	5

TABLE XX (continued)

Principle	Effectiveness Gap*	Priority Level
22. Solicits annual reports	1.8190	6
23. Has a well-formulated philosophy	1.7983	6
24. Provides instructional materials	1.7983	6
25. Is developing a unified state-wide plan for business education	1.7494	6
26. Provides physical equipment and classroom layout guidelines	1.7185	7
27. Assists in developing teacher education programs	1.6229	7
28. Assumes a leadership role	1.6111	7
29. Determines where and how state/federal funds may best be used	1.4674	8

*Interpretation of Effectiveness Gap:


(Low) 0  4 (High)

TABLE XXI

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN THE AREA OF TWO-YEAR
COLLEGE BUSINESS EDUCATION CURRICULUM DEVELOPMENT
AS PERCEIVED BY TWO-YEAR COLLEGE
BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Uses advice and counsel of people from business and industry	2.4128	1
2. Provides consultative service	2.3801	1
3. Makes available current reference files on courses of study	2.3636	1
4. Develops and publishes curriculum guides or courses of study	2.1096	3
5. Conducts curriculum development activities	2.0931	3
6. Develops guidelines to direct and assist schools in establishing business education programs	2.0606	3
7. Seeks reorganization and enrichment for the curriculum based upon needs, interests, and aptitudes of students	2.0571	3
8. Assists in up-grading the non-vocational business courses	2.0362	4
9. Encourages creation of work-experience programs	2.0198	4
10. Prepares instructional units	1.4732	8

*Interpretation of Effectiveness Gap:

(Low) 0 —————→ 4 (High)

TABLE XXII

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN THE AREA OF
TWO-YEAR COLLEGE BUSINESS EDUCATION RESEARCH
AS PERCEIVED BY NEW JERSEY TWO-YEAR
COLLEGE BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Issues bulletins which describe research studies of value and interest	2.5886	1
2. Provides information on various business education experimental programs underway in the state	2.5093	1
3. Works cooperatively with educational institutions in research activities	2.4895	1
4. Coordinates research activities of graduate students with research needed in the state	2.4509	1
5. Utilizes research findings for program improvement	2.3741	1
6. Demonstrates an awareness of research needed	2.3741	1
7. Promotes business education research activities within and among the state educational institutions	2.3275	1
8. Assists teachers and administrators in making occupational, equipment, student-interest, and follow-up studies	2.3217	2

TABLE XXII (continued)

Principle	Effectiveness Gap*	Priority Level
9. Develops materials for state-wide demonstration purposes based on completed research	2.3063	2
10. Organizes committees of teachers to study problems of state-wide nature	2.2313	2
11. Encourages observations of experimental programs underway within the state	2.2611	2
12. Initiates research activities in state educational institutions	2.1702	2
13. Utilizes and/or conducts community surveys as a technique of up-grading programs	2.1620	3
14. Provides assistance in writing research proposals for federal funds	2.0886	3
15. Conducts studies of appropriate business education enrollment trends	2.0521	3
16. Completes a thorough periodic program review	1.9884	4

*Interpretation of Effectiveness Gap:

(Low) 0  4 (High)

cooperative research efforts, utilization of graduate students, and promotion of research activities are among their highest concerns.

Table XXIII points out the need for various kinds of in-service activities for two-year college business education teachers. This table also indicates the effectiveness gap in state office leadership as pointed out by high school business educators.

Table XXIV, relating to general services provided to four-year college business education programs, identifies several serious effectiveness gaps. Once again, the need for additional staff at the state level appears to be a high priority. Included also are effectiveness gaps in providing employment information to new teachers, providing information about new instructional materials, developing a well-formulated philosophy of collegiate business education, and developing a state-wide plan for business and office education.

This table also identifies a Priority Level 1 effectiveness gap in the development of flexible and functional administrative policies and procedures to provide a program of state leadership.

Table XXV indicates that four-year college business educators in New Jersey perceive a need for more effective state supervision and leadership in providing assistance in curriculum development.

TABLE XXIII

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN PROFESSIONALIZATION
OF TWO-YEAR COLLEGE BUSINESS EDUCATION TEACHERS
AS PERCEIVED BY NEW JERSEY TWO-YEAR
COLLEGE BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Conducts state-wide workshops, institutes, seminars and/or in-service training programs	2.5314	1
2. Assumes the role of business education leader in the state	2.2856	2
3. Participates in national and regional professional conferences and then relays pertinent information to state teachers	2.2564	2
4. Provides opportunities for active participation in national, regional, and state conferences	2.1294	3
5. Encourages use of its business and office education state services	2.1270	3
6. Provides opportunities for class-room teachers to assist in developing a unified state program in business and office education	2.1038	3
7. Provides leadership in developing professional growth of teachers	1.9394	5
8. Encourages affiliation with the state, regional, and national organizations	1.5129	8

*Interpretation of Effectiveness Gap:

(Low) 0  4 (High)

TABLE XXIV

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN PROVIDING GENERAL
SERVICES TO FOUR-YEAR COLLEGE BUSINESS EDUCATION
PROGRAMS AS PERCEIVED BY NEW JERSEY FOUR-YEAR
COLLEGE BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Sufficiently staffed to provide adequate service	3.3500	1
2. Provides employment information for business teachers new to the state	2.7525	1
3. Provides information about new instructional materials	2.5363	1
4. Has a well-formulated philosophy	2.4863	1
5. Provides career information to students	2.4370	1
6. Is developing a unified state-wide plan	2.3917	1
7. Develops flexible and functional administrative policies and procedures to provide a program of state leadership	2.3897	1
8. Publicizes innovative or specialized practices to be seen in the state	2.3244	1
9. Provides for systematic program evaluation	2.3007	2
10. Attempts to ascertain and continually improve the public image of business and office education	2.2917	2

TABLE XXIV (continued)

Principle	Effectiveness Gap*	Priority Level
11. Assists in developing in-service programs for teachers	2.2652	2
12. Provides consultative service for implementing guidelines	2.1437	3
13. Strives to maintain a system of communication such as newsletters	2.1274	3
14. Can readily provide educational statistical data	2.0664	3
15. Has developed definite goals	2.0455	4
16. Utilizes businessmen and other non-educators to improve programs	2.0385	4
17. Provides instructional materials	2.0356	4
18. Provides physical equipment and classroom layout guidelines	2.0296	4
19. Assumes a leadership role	1.9837	4
20. Coordinates ideas and trends from national, regional, state, and local sources and applies them state-wide	1.9699	5
21. Makes recommendations to appropriate person(s) when deficiencies in programs have been identified	1.9053	5
22. Assists in developing teacher education programs	1.8489	6
23. Assists in planning for full utilization of equipment and facilities	1.8444	6

TABLE XXIV (continued)

Principle	Effectiveness Gap*	Priority Level
24. Assists in securing competent personnel for teaching positions	1.7148	7
25. Works with those non-educational professional groups concerned about the advancement and improvement of business and office education	1.7057	7
26. Is alert to the changing needs of business	1.6326	7
27. Solicits annual reports	1.5100	8
28. Provides information and assistance on questions related to program funding	1.2356	10
29. Determines where and how state/federal funds may best be used	.6538	10

*Interpretation of Effectiveness Gap:

(Low) 0 —————> 4 (High)

TABLE XXV

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN THE AREA OF
FOUR-YEAR COLLEGE BUSINESS EDUCATION
CURRICULUM DEVELOPMENT AS PERCEIVED
BY NEW JERSEY FOUR-YEAR COLLEGE
BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Seeks reorganization and enrichment of the curriculum based upon needs, interests, and aptitudes of students	2.3009	2
2. Makes available current reference files on courses of study	2.2063	2
3. Uses advice and counsel of people from business and industry in developing curriculum	2.1689	2
4. Provides consultative service for curriculum development	2.1186	3
5. Conducts curriculum development activities	2.0430	4
6. Prepares instructional units	1.9762	4
7. Develops and publishes curriculum guides or courses of study	1.9498	5
8. Develops guidelines to direct and assist schools in establishing business education programs	1.8195	6
9. Assists in up-grading of non-vocational business courses	1.7860	6
10. Encourages creation of work-experience programs	1.0251	10

*Interpretation of Effectiveness Gap:

(Low) 0  4 (High)

Table XXVI indicates that four-year college business educators are aware of an effectiveness gap in the area of research. They indicate a desire to know more about business education experimental programs underway in the state and the desire to have more research-oriented materials developed at the state level.

Four-year college business educators acknowledge an effectiveness gap in state leadership in the area of providing opportunities for improving the professionalization of New Jersey teachers. In Table XXVII they indicate a need for more leadership at the state level as well as showing a greater effort is needed by the state office in assuming a true role of leadership.

V. Summary of Findings

Classroom teachers see a greater need for more effective state supervision and leadership in business and office education than state supervisors of business and office education or national business education authorities.

National business education authorities see a greater need for more effective supervision and leadership in business and office education from the state level than state supervisors.

State supervisors of business and office education do not see as large a gap in the effectiveness of their office as classroom teachers or national business authorities.

TABLE XXVI

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN THE AREA OF
FOUR-YEAR COLLEGE BUSINESS EDUCATION RESEARCH
AS PERCEIVED BY NEW JERSEY FOUR-YEAR
COLLEGE BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Provides information on various business education experimental programs underway in the state	2.5233	1
2. Develops materials for state-wide demonstration purposes based on completed research	2.3975	1
3. Utilizes and/or conducts community surveys as a technique of up-grading programs	2.1706	2
4. Coordinates research activities of graduate students with research needed in the state	2.1698	2
5. Utilizes research findings for program improvement	2.0510	3
6. Completes a thorough periodic program review	2.0500	3
7. Assists teachers and administrators in making occupational, equipment, student-interest, and follow-up studies	2.0119	4
8. Encourages observations of experimental programs underway within the state	1.9775	4
9. Initiates research activities in state educational institutions	1.9487	5

TABLE XXVI (continued)

Principle	Effectiveness Gap*	Priority Level
10. Demonstrates an awareness of research needed	1.9295	5
11. Conducts studies of appropriate business education enrollment trends	1.9109	5
12. Provides assistance in writing research proposals for federal funding	1.9014	5
13. Issues bulletins which describe research studies of value and interest	1.8593	5
14. Promotes business education research activities within and among the state educational institutions	1.8237	6
15. Works cooperatively with educational institutions in research activities	1.7596	6
16. Organizes committees of teachers to study problems of state-wide nature	1.5081	8

*Interpretation of Effectiveness Gap:

(Low) 0 —————> 4 (High)

TABLE XXVII

PRIORITY LISTING OF PRINCIPLES OF STATE SUPERVISION AND
LEADERSHIP NEEDED IN NEW JERSEY IN PROFESSIONALIZATION
OF FOUR-YEAR COLLEGE BUSINESS EDUCATION TEACHERS
AS PERCEIVED BY NEW JERSEY FOUR-YEAR
COLLEGE BUSINESS EDUCATORS

Principle	Effectiveness Gap*	Priority Level
1. Provides leadership in developing professional growth of teachers	2.2963	2
2. Encourages use of its business and office education state service	2.2468	2
3. Assumes the role of business education leader in the state	2.0460	4
4. Participates in national and regional professional conferences and then relays pertinent information to state teachers	1.9881	4
5. Provides opportunities for classroom teachers to assist in developing a unified state program in business and office education	1.8889	5
6. Provides opportunities for active participation in national, regional, and state conferences	1.870-	5
7. Conducts state-wide workshops, institutes, seminars and/or in-service training programs	1.7052	7
8. Encourages affiliation with the state, regional, and national organizations	1.5556	8

*Interpretation of Effectiveness Gap:

(Low) 0 \longrightarrow 4 (High)

An effectiveness gap was determined to exist in New Jersey for every principle of state supervision and leadership included in the study.

The most serious effectiveness gap was at the two-year college educational level. A review of the fifty supervisory principles found in Priority Levels 1 and 2 reveal that areas of concern, in order of priority, are (a) research, (b) general service, and (c) curriculum development and professionalization of teachers.

The second most serious effectiveness gap was at the four-year college educational level. A review of the fifty supervisory principles found in Priority Levels 1 and 2 reveal that areas of concern, in order of priority, are (a) general service, (b) professionalization of teachers, (c) research, and (d) curriculum development.

The high school educational level had the smallest effectiveness gap in Priority Levels 1 and 2. Only one supervisory principle appeared in the fifty principles making up these priority levels. That principle concerned itself with the need for increased professional staff in the state office.

Although not included in Priority Levels 1 and 2, national business education authorities expressed a major concern about the need for more effective state supervision and leadership of private business schools.

Within these fifty supervisory principles, the gaps in effectiveness most frequently identified, stated in positive terms, were:

1. The state department of education needs to add supervisory staff in order to provide adequate service to the state educational institutions.
2. The state department of education should provide career information to students.
3. The state department of education should develop materials for state-wide demonstration purposes based on completed research for teachers at all educational levels.
4. The state department of education should provide information on various business education experimental programs underway in the state.

Table XXVIII shows the distribution of supervisory and leadership principles across the established levels of priority.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. Nature of the Study

This study used an analysis of data collected through a survey instrument designed to determine the present and the desired effectiveness of state supervision and leadership in business and office education.

Need for the Study

The New Jersey Department of Education is desirous of providing effective state supervision and leadership of business and office education at all levels of education. In order to achieve this effectiveness, a state policy manual containing administrative guidelines will be developed.

A review of the literature provided little assistance in the development of this manual. There was a felt need for relevant data. Therefore, this study was designed to collect data as a basis for providing sound guidelines for the development of a policy manual.

Appropriate business educators were requested to supply their perceptions of the present and the desired effectiveness of state supervision and leadership of business and office education as identified in sixty-three supervisory principles encompassing four specific areas of concern. These areas were

(a) general services, (b) curriculum development, (c) research and (d) professionalization of teachers. The effectiveness gap identified by comparing perceptions of present and desired effectiveness will help to determine where concerted efforts are needed to improve effectiveness and identify the priority order with which the supervisory principles should be treated.

Limitations of the Study

The study was limited in that it could not be all-inclusive in terms of supervisory and leadership principles or areas of concern. In addition, responses from subjects were based on perception.

Hypotheses Tested

The following hypotheses, stated in null form, were tested:

H_1 = There is no significant difference of perceived effectiveness between the three rater groups of the four areas of concern at the four educational levels as measured by the effectiveness ratings on the survey instrument.

H_2 = There is no significant difference between the ratings of perceived effectiveness at the four educational levels in the four areas of concern as measured by effectiveness ratings on the survey instrument.

H_3 = There is no significant interaction in perceived effectiveness between the rater groups and educational levels in the four areas of concern as measured by the effectiveness ratings on the survey instrument.

II. Summary of the Procedures

Definition of the Subjects

The subjects for the study consisted of 282 business educators. The entire populations of state supervisors of business and office education and New Jersey four-year college business educators were included. Random samples of national business education authorities, New Jersey two-year college business educators, New Jersey high school business educators, and New Jersey private business school business educators were utilized.

Preparation of the Survey Instrument

The sixty-three instrument items (principles of supervision and leadership) were determined by a review of the literature and professional experience of the investigator. A preliminary identification of 172 items was reduced to those considered essential to effective state operation. Further refinement of the instrument was achieved as a result of the pilot study.

Collection of the Data and Analysis

Collection of data occurred in October and November 1970.

A two-way multivariate analysis of variance revealed a significant interaction between the main effects of types of raters and educational levels. Both main effects were also significant at $\alpha = .05$.

III. Findings

An analysis of the collected data revealed the following general findings.

1. A difference of .0 between the means of present and desired effectiveness indicated perfect agreement. A difference of more than .0 indicated the existence of an effectiveness gap. There was, in fact, an effectiveness gap in each area of concern studied and each instrument item.

2. The largest effectiveness gap identified was at the two-year college educational level.

3. The second largest effectiveness gap was at the four-year college educational level.

4. The high school educational level had the smallest number of effectiveness gaps in Priority Levels 1 and 2.

IV. Conclusions

From an analysis of the findings of this study of state supervision and leadership, the following general conclusions are drawn:

1. There is an effectiveness gap between what state supervisors, national business education authorities, and teachers believe is presently being done by the state offices and what should be done.

2. The greatest effectiveness gaps appear to be at the two-year and four-year college educational levels.

3. Teachers perceive a greater over-all effectiveness gap than state supervisors or national business education authorities.

4. National business education authorities perceive the greatest effectiveness gap to be at the private business school educational level.

5. State supervisors, in rating themselves, see the smallest effectiveness gaps regardless of level.

In addition, the following major conclusions specific to New Jersey are drawn:

1. An effectiveness gap in state supervision and leadership exists in New Jersey as well as on a national scope.

2. The state office of business and office education is not perceived as the business education leader of the state.

3. New Jersey business educators are desirous of assisting in the development of a total state-wide plan for business and office education.

4. A major concern of New Jersey business educators at all educational levels is the need for additional staff at the state level so that adequate service can be provided.

5. There appears to be a need for improved communication at all educational levels between the state office and the educational institutions at all educational levels.

6. New Jersey high school business educators identify three specific areas of leadership that require more attention from the state office. These three areas are (a) preparation

and development of instructional materials, (b) extension of research activities in the manner of pertinent surveys, and (c) development of a state-wide plan for the operation of business and office education programs.

7. New Jersey private business school business educators indicate a need for the development of a state-wide plan for the operation of business education programs.

8. The largest effectiveness gap appears to be at the two-year college educational level.

9. New Jersey two-year college business educators indicate a strong desire for increased consultative services from the state office.

10. New Jersey four-year college business educators indicate a need for the provision of opportunities for the professionalization of teachers.

V. Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. The New Jersey State Department of Education should develop and implement a plan at the earliest practicable date for the purpose of improving the effectiveness of their supervision and leadership in business and office education programs in the state of New Jersey.

2. The development of administrative guidelines and a state policy manual is recommended as the vehicle with which to accomplish the task of developing and implementing a state-wide plan in business and office education.

3. It is further recommended that a policy manual of this nature be developed over a three-year period, utilizing the services of business educators from all educational levels in a "task-force" and "sub-task-force" structure.

4. It is recommended that the development of administrative guidelines and a state policy manual should be in terms of the priorities and priority levels of supervisory areas and individual instrument items as identified in Chapter IV. During the first year of development, emphasis should be given to Priority Levels 1, 2, and 3. During the second year of this development, emphasis should be given to Priority Levels 4, 5, and 6. The remaining four priority levels should be developed during the third year. This third year should also include other elements of supervision and leadership revealed during the first two years of development.

5. The New Jersey State Department of Education should undertake a task analysis study of the professional staff responsible for the supervision and leadership of business and office education. The objective of this task analysis would be to determine whether additional staff can be economically justified or if better utilization of present staff can be

obtained to enable those responsible for providing leadership to meet that responsibility with the academic community.

6. A need for improved communication procedures between the state office and the educational institutions needs to be developed and implemented so that the business educators will be aware of all of the supervisory and leadership services generating from the State Department of Education.

7. The State Department of Education should begin to develop and disseminate instructional units, courses of study and curriculum guides.

8. Immediate attention should be given to providing supervision and leadership to the two-year college business education programs either by utilizing present staff, adding additional staff, or by establishing a business education supervisory post in the Department of Higher Education.

9. The State Department of Education should provide appropriate workshops, seminars, and in-service training for the improved professionalization and up-grading of business and office education teachers at all educational levels.

10. Research is essential in order to define more clearly the leadership roles of state departments of education and teacher education institutions.

11. Additional research is recommended to determine the reasons for the large difference in the perceptions of the effectiveness gaps as identified by teachers and state supervisors of business and office education.

12. The survey instrument used in this study should be further refined before extensive use is employed.

13. The lack of written material and completed research related to the administration and supervision of business and office education makes imperative the recommendation that the leaders in this area of education give priority attention to developing professional literature on the subject.

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APPENDICES

APPENDIX A



State of New Jersey

DEPARTMENT OF EDUCATION

225 WEST STATE STREET

P. O. BOX 2019

TRENTON, NEW JERSEY 08625

October 2, 1970

Mr. Alvin E. Weitz, Supervisor
Business and Office Education
New Jersey Department of Education
225 West State Street
Trenton, New Jersey 08625

Dear Mr. Weitz:

Your professional help is urgently needed!

This office is currently involved in a research effort to develop guidelines for constructing a model system at the state level which will provide more effective state leadership and supervision in business and office education at several educational levels.

The enclosed questionnaire has been carefully structured to provide a basis for scientific analysis of the responses. The results of the study will be shared with state departments of education throughout the nation. It is believed that the guidelines can be adapted for use by other states even though the study is being done primarily for the benefit of New Jersey.

Your cooperation in participating in this research effort would be sincerely appreciated. After reading the directions carefully, please supply a numerical rating in those columns by a red arrow. This should not take more than fifteen to twenty minutes and should be mailed to me by Friday, October 9, 1970. A self-addressed stamped envelope is enclosed for your convenience. Naturally, your responses will be kept confidential.

Permit me to thank you in advance for your cooperation. You will be kept advised of the progress.

Sincerely,

Ellis R. Thomas, Director
Bureau of Vocational-Technical Program Services
Division of Vocational Education

ERT:pd

Enclosures



State of New Jersey
DIVISION OF VOCATIONAL EDUCATION
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
P.O. BOX 2018
TRENTON, NEW JERSEY 08625

EFFECTIVENESS RATING 133

OF STATE SERVICES IN

BUSINESS & OFFICE EDUCATION

DIRECTIONS -- In the spaces provided, indicate: (1) the effectiveness of YOUR state service in Business and Office Education as YOU perceive it at the PRESENT TIME in each of the educational levels indicated in the accompanying letter, and (2) the effectiveness YOUR state office in Business and Office Education SHOULD HAVE in the educational levels so indicated. Use a rating scale of one (1) to five (5) representing the following values:

"5" indicates "ALWAYS"
"4" indicates "USUALLY"
"3" indicates "OFTEN"
"2" indicates "OCCASIONALLY"
"1" indicates "NEVER"

EXAMPLE --

YOUR state service in Business and Office Education.....

.....arranges for reimbursement for those who attend workshops or conferences from.....

PRESENTLY

H.S.	P.S.	2Yr.	4Yr.
5	1	1	3

SHOULD

H.S.	P.S.	2Yr.	4Yr.
5	3	3	3

The first column indicates that such reimbursement, at the present time, is arranged "ALWAYS" for participants from high schools, "NEVER" for those from private schools or 2 year college programs, and "OFTEN" for those from 4 year college programs. The second column indicates a belief of reimbursing "ALWAYS" for high school programs and more frequently for those representing all other educational levels.

PRESENTLY

...high school programs.	...private school programs.	...2 year college programs.	...4 year college programs.

SHOULD

...high school programs.	...private school programs.	...2 year college programs.	...4 year college programs.

YOUR state service in Business & Office Education...

- 1...has a well-formulated philosophy for...
- 2...has developed definite goals for...
- 3...provides information about new instructional materials for...
- 4...provides instructional materials for...
- 5...assists in planning for full-utilization of equipment and facilities in...
- 6...provides physical equipment and classroom layout guidelines for...

SHOULD 134

[illegible][illegible]

PRESENTLY

SHOULD

- ..utilizes and/or conducts community surveys as a technique of up-grading the business education curriculum in...
- ..assists teachers and administrators in making occupational, equipment, student-interest, and follow-up studies relating to educational programs in...
- ...completes a thorough periodic program review in every educational institution having programs in...
- ...truly assumes the role of business education leader in the state for...
- ...participates in national and regional professional conferences and then relays pertinent information to state teachers in...
- ...conducts state-wide workshops, institutes, seminars and/or in-service training programs that will be enriching experiences for participants from...
- ...provides opportunities for classroom teachers to assist in developing a unified state program involving...
- ...encourages affiliation with the state, regional, and national organizations by teachers in...
- ...provides opportunities for active participation in national, regional and state conferences for teachers from...
- ...provides leadership in developing professional growth of teachers from...
- ...encourages use of its business and office education state services by teachers and administrators from...

H.S.	P.S.	2Yr.	4Yr.

H.S.	P.S.	2Yr.	4Yr.

Return to Principal Investigator:

Ellis R. Thomas
 Director, Business Education
 Division of Vocational Education
 Department of Education
 225 West State Street
 Trenton, New Jersey 08625

APPENDIX B

SUB-TABLES DERIVED FROM MASTER TABLE

(Although the data included in these tables appear in the master table on pages 47-50, these sub-tables are included for the convenience of the reader desiring quick reference to particular sub-sections of the master table.)

TABLE B-1

THE PRESENT AND DESIRED EFFECTIVENESS OF STATE OFFICES
OF BUSINESS AND OFFICE EDUCATION IN HIGH SCHOOL
BUSINESS EDUCATION PROGRAMS AS PERCEIVED
BY STATE SUPERVISORS OF
BUSINESS EDUCATION

	Present			Desired		
	N*	\bar{X}	s	N*	\bar{X}	s
General Service	42	3.83	0.59	42	4.58	0.43
Curriculum Development	42	3.75	0.80	41	4.35	0.89
Research	41	3.08	0.73	41	4.11	0.66
Professionalization of Teachers	44	4.00	0.77	43	4.59	0.79

*Lowest number of responses to individual items

TABLE B-II

THE PRESENT AND DESIRED EFFECTIVENESS OF STATE OFFICES
 OF BUSINESS AND OFFICE EDUCATION IN PRIVATE BUSINESS
 SCHOOL BUSINESS EDUCATION PROGRAMS AS PERCEIVED
 BY STATE SUPERVISORS OF
 BUSINESS EDUCATION

	Present			Desired		
	N*	\bar{X}	s	N*	\bar{X}	s
General Service	34	1.49	0.98	35	2.47	1.52
Curriculum Development	35	1.46	1.15	35	2.43	1.70
Research	34	1.34	0.88	35	2.34	1.49
Professionalization of Teachers	36	1.74	1.32	36	2.85	1.73

*Lowest number of responses to individual items

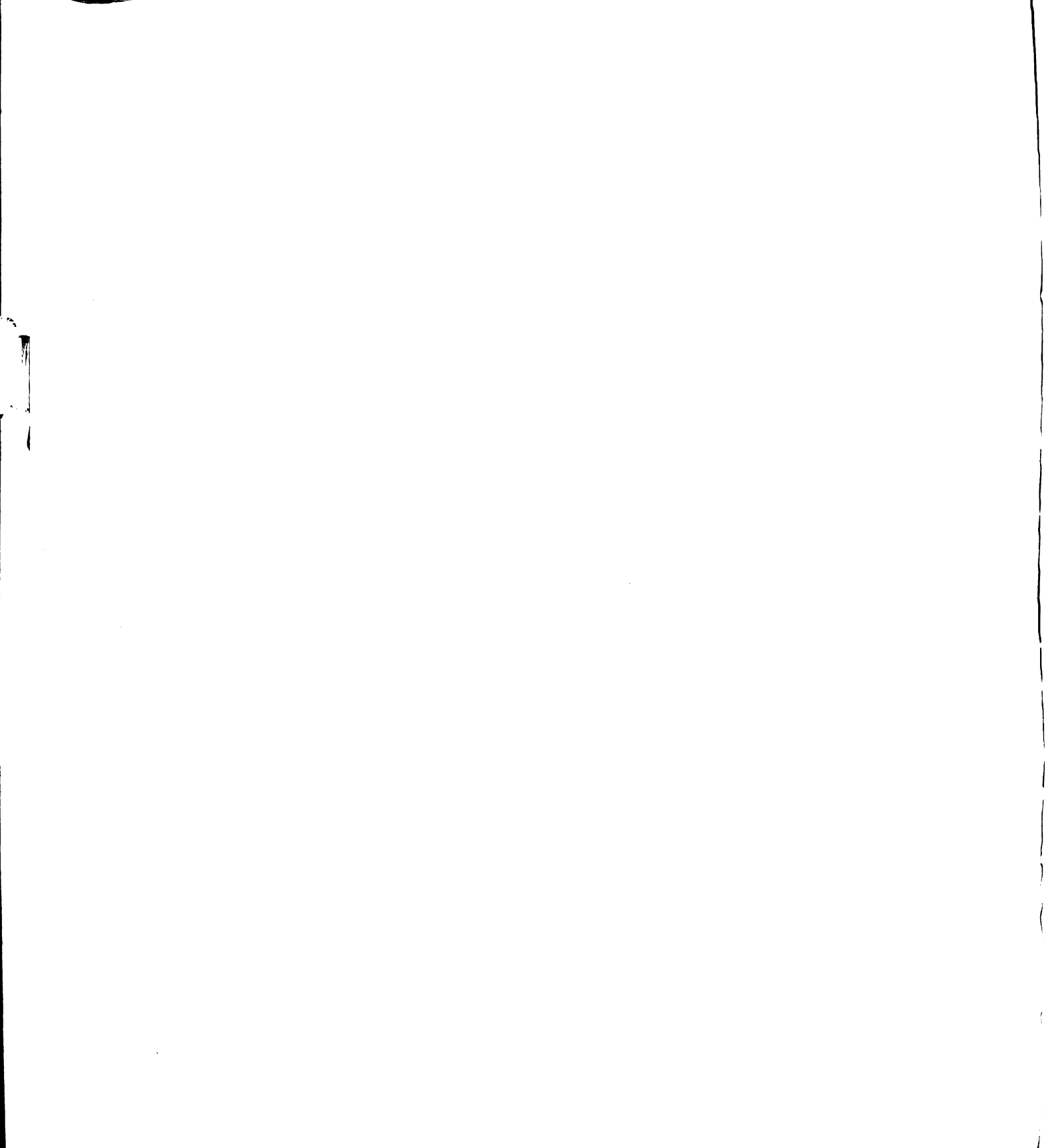


TABLE B-III

THE PRESENT AND DESIRED EFFECTIVENESS OF STATE OFFICES
OF BUSINESS AND OFFICE EDUCATION IN TWO-YEAR
COLLEGE BUSINESS EDUCATION PROGRAMS AS
PERCEIVED BY STATE SUPERVISORS
OF BUSINESS EDUCATION

	Present			Desired		
	N*	\bar{X}	s	N*	\bar{X}	s
General Service	37	2.56	1.22	37	3.58	1.58
Curriculum Development	36	2.27	1.27	36	3.27	1.69
Research	36	2.15	1.10	36	3.21	1.53
Professionalization of Teachers	38	2.67	1.41	38	3.66	1.72

*Lowest number of responses to individual items

TABLE B-IV

THE PRESENT AND DESIRED EFFECTIVENESS OF STATE OFFICES
OF BUSINESS AND OFFICE EDUCATION IN FOUR-YEAR
COLLEGE BUSINESS EDUCATION PROGRAMS AS
PERCEIVED BY STATE SUPERVISORS
OF BUSINESS EDUCATION

	Present			Desired		
	N*	\bar{X}	s	N*	\bar{X}	s
General Service	37	2.12	1.05	37	3.20	1.39
Curriculum Development	36	1.80	1.09	37	2.88	1.54
Research	35	1.98	1.03	36	3.02	1.34
Professionalization of Teachers	37	2.36	1.23	38	3.54	1.48

*Lowest number of responses to individual items

TABLE B-V

THE PRESENT AND DESIRED EFFECTIVENESS OF STATE OFFICES
OF BUSINESS AND OFFICE EDUCATION IN HIGH SCHOOL
BUSINESS EDUCATION PROGRAMS AS
PERCEIVED BY NATIONAL BUSINESS
EDUCATION AUTHORITIES

	Present			Desired		
	N*	\bar{X}	s	N*	\bar{X}	s
General Service	24	3.28	0.87	26	4.49	0.47
Curriculum Development	25	3.19	1.08	26	4.30	0.77
Research	26	2.50	0.97	26	4.05	0.94
Professionalization of Teachers	27	3.14	1.15	27	4.31	0.70

*Lowest number of responses to individual items

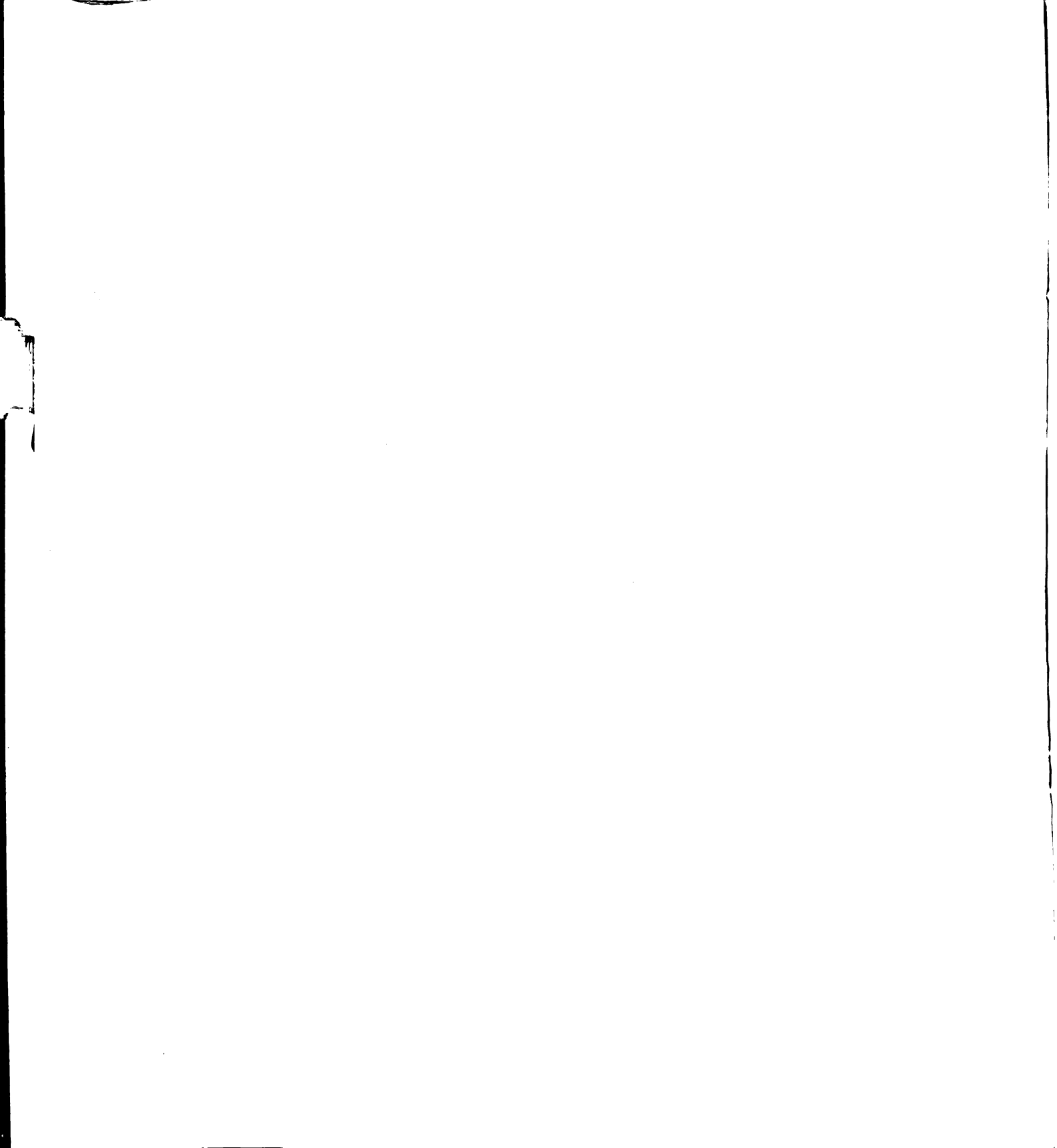


TABLE B-VI

THE PRESENT AND DESIRED EFFECTIVENESS OF STATE OFFICES
OF BUSINESS AND OFFICE EDUCATION IN PRIVATE BUSINESS
SCHOOL BUSINESS EDUCATION PROGRAMS AS
PERCEIVED BY NATIONAL BUSINESS
EDUCATION AUTHORITIES

	Present			Desired		
	N*	\bar{X}	s	N*	\bar{X}	s
General Service	22	1.48	0.71	26	3.29	1.05
Curriculum Development	24	1.40	0.91	26	3.10	1.13
Research	24	1.31	0.59	25	3.14	1.19
Professionalization of Teachers	24	1.40	0.88	27	3.25	1.27

*Lowest number of responses to individual items

TABLE B-VII

THE PRESENT AND DESIRED EFFECTIVENESS OF STATE OFFICES
OF BUSINESS AND OFFICE EDUCATION IN TWO-YEAR
COLLEGE BUSINESS EDUCATION PROGRAMS AS
PERCEIVED BY NATIONAL BUSINESS
EDUCATION AUTHORITIES

	Present			Desired		
	N*	\bar{X}	s	N*	\bar{X}	s
General Service	24	2.34	0.84	26	3.99	0.74
Curriculum Development	25	2.16	1.06	27	3.84	0.91
Research	25	1.91	0.77	26	3.73	0.98
Professionalization of Teachers	26	2.36	1.19	27	3.94	0.90

*Lowest number of responses to individual items

TABLE B-VIII

THE PRESENT AND DESIRED EFFECTIVENESS OF STATE OFFICES
OF BUSINESS AND OFFICE EDUCATION IN FOUR-YEAR
COLLEGE BUSINESS EDUCATION PROGRAMS AS
PERCEIVED BY NATIONAL BUSINESS
EDUCATION AUTHORITIES

	Present			Desired		
	N*	\bar{X}	s	N*	\bar{X}	s
General Service	25	2.25	0.96	26	3.85	0.80
Curriculum Development	26	2.00	0.94	27	3.49	1.03
Research	26	1.98	0.94	26	3.65	1.00
Professionalization of Teachers	27	2.38	1.20	27	3.67	0.96

*Lowest number of responses to individual items

TABLE B-IX

THE PRESENT AND DESIRED EFFECTIVENESS OF THE NEW JERSEY
 STATE OFFICE OF BUSINESS AND OFFICE EDUCATION IN
 NEW JERSEY HIGH SCHOOL BUSINESS EDUCATION
 PROGRAMS AS PERCEIVED BY NEW JERSEY
 HIGH SCHOOL BUSINESS EDUCATORS

	Present			Desired		
	N*	\bar{X}	s	N*	\bar{X}	s
General Service	38	2.99	0.92	40	4.30	0.79
Curriculum Development	37	2.94	1.12	39	4.30	1.05
Research	38	2.67	0.93	38	4.25	0.67
Professionalization of Teachers	42	2.97	1.05	41	4.39	0.85

*Lowest number of responses to individual items

TABLE B-X

THE PRESENT AND DESIRED EFFECTIVENESS OF THE NEW JERSEY
 STATE OFFICE OF BUSINESS AND OFFICE EDUCATION IN
 NEW JERSEY PRIVATE BUSINESS SCHOOL BUSINESS
 EDUCATION PROGRAMS AS PERCEIVED BY
 NEW JERSEY PRIVATE SCHOOL
 BUSINESS EDUCATORS

	Present			Desired		
	N*	\bar{X}	s	N*	\bar{X}	s
General Service	38	2.03	0.81	39	3.43	0.91
Curriculum Development	38	1.82	1.00	38	3.24	1.09
Research	35	1.61	0.78	36	3.41	1.03
Professionalization of Teachers	36	1.98	1.03	39	3.42	1.20

*Lowest number of responses to individual items

TABLE B-XI

THE PRESENT AND DESIRED EFFECTIVENESS OF THE NEW JERSEY
STATE OFFICE OF BUSINESS AND OFFICE EDUCATION IN
NEW JERSEY TWO-YEAR COLLEGE BUSINESS EDUCATION
PROGRAMS AS PERCEIVED BY NEW JERSEY
TWO-YEAR COLLEGE BUSINESS EDUCATORS

	Present			Desired		
	N*	\bar{X}	s	N*	\bar{X}	s
General Service	26	1.68	1.00	33	4.02	0.68
Curriculum Development	25	1.49	1.00	33	3.96	0.83
Research	25	1.38	0.98	32	3.97	1.03
Professionalization of Teachers	26	1.49	1.17	33	3.93	1.16

*Lowest number of responses to individual items

TABLE B-XII

THE PRESENT AND DESIRED EFFECTIVENESS OF THE NEW JERSEY
STATE OFFICE OF BUSINESS AND OFFICE EDUCATION IN
NEW JERSEY FOUR-YEAR COLLEGE BUSINESS EDUCATION
AS PERCEIVED BY NEW JERSEY FOUR-YEAR
COLLEGE BUSINESS EDUCATORS

	Present			Desired		
	N*	\bar{X}	s	N*	\bar{X}	s
General Service	20	1.89	0.84	24	4.13	0.57
Curriculum Development	21	1.71	0.80	24	3.76	0.97
Research	20	2.03	0.91	24	4.17	0.74
Professionalization of Teachers	24	2.12	0.93	26	4.24	0.68

*Lowest number of responses to individual items