

ROLE OF THE TRADE AND INDUSTRIAL EDUCATION
SUPERVISOR IN OKLAHOMA

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Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
December, 1981



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ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to members of the staff of the Oklahoma State Department of Vocational and Technical Education for their advice and assistance in making this study possible. A special feeling of gratitude is expressed to Dr. Roy Ayres and Dr. William Frazier for their support and encouragement as well as their help in collecting and analyzing the research data.

Appreciation is also extended to Dr. Clyde Knight of the staff of Oklahoma State University who served as chairman of the writer's doctoral committee and who gave willingly of his time to both encourage and help the writer conduct this study. Other members of the writer's committee who assisted were Dr. Lloyd Wiggins, Dr. Ken St. Clair, Dr. Richard Tinnell, Dr. Donald S. Phillips, and Dr. Zed DeVaughan, Jr., who gave generously of their time and support.

Especially, love and appreciation are extended to my wife Judy, my sons Brad and Derek, my daughters Wednesday and Chrystal, my parents Lewis and Nellie Cokeley, and my mother-in-law Betty Jackson, for their continued help, encouragement, and understanding. Without this support, this program could not have been possible.

To them this study is respectfully dedicated.

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CHAPTER I

ROLE OF THE TRADE AND INDUSTRIAL EDUCATION SUPERVISOR IN OKLAHOMA

Introduction

The Trade and Industrial Education Division of the Oklahoma State Department of Vocational and Technical Education has the responsibility of identifying and clarifying its role within the framework of vocational education in the state of Oklahoma. One role of the Trade and Industrial Division is that of supervision.

Views of the role of supervision may be conflicting, as Harris (7) stated:

Supervision, like any complex part of an even more complex enterprise, can be viewed in various ways and inevitably is. The diversity of perceptions stems not only from organized complexity but also from lack of information and absence of perspective (p. 2).

As the role of supervision of the Trade and Industrial Division of the State Department of Vocational Education is identified and clarified, there is a concern about the scope of trade and industrial education. Extremely rapid changes in technology are greatly increasing the scope of trade and industrial education.

To more effectively carry out its role in supervision, the Trade and Industrial Division has divided the state into geographic regions called districts; this structure allows for effective supervision of programs. Each of the districts has a person responsible for district supervision.

The role of the district supervisor of trade and industrial education is expanding as changes in technology are surfacing.

Studies indicate that when those concerned differ in their perceptions of what a role is or should be, conflicts may result. Swanson (15) reports that the role of the district supervisor has raised many questions which have yet to be answered, and yet the role has provided communication between local trade and industrial education programs and the State Department of Vocational Technical Education in improving program practices. Still unanswered are: What is a district supervisor? What does a district supervisor do? How can a district supervisor help trade and industrial education programs? What are the responsibilities of a district supervisor? As the number of trade and industrial education programs have expanded, so have the tasks of the district trade and industrial education supervisor.

Those engaged in district supervision of trade and industrial education are confronted with complexities, resistances, and constraints in fulfilling their professional responsibilities, many of which are a result of misunderstood expectations by teachers and administrators with whom they work. Much time and energy is required to create an atmosphere where there is an appreciation of the district supervisor's role.

To remain a major link between the State Department of Vocational and Technical Education and local trade and industrial education programs, the district supervisor must be aware of the supervisor's role. Specifically, in order to reach their full potential, the district supervisors must be aware of what the administrators and teachers perceive to be the supervisor's most desirable role in planning, coordinating, and controlling trade and industrial education programs. This study is an attempt

to identify and clarify the perceptions of the role of the trade and industrial education supervisor by the teachers and administrators of trade and industrial education programs.

Statement of the Problem

The rapid expansion of trade and industrial education programs has increased the responsibilities of the district supervisor of trade and industrial education. Assuming this, responsibilities have been impeded by a lack of information relative to the perception of the teachers and administrators as to the actual and most important tasks performed by the district supervisor. To be assured that the full potential of the district supervisor is reached in assuming the responsibilities, the perceptions of the teachers and administrators must be identified and clarified. These perceptions have not been identified and clarified. A need exists to determine the perceptions of the actual and most important tasks performed by the district supervisor. The problem is that the role of the supervisor of trade and industrial education has not been clearly identified.

Need for the Study

Eminent changes in federal and state funding, new requirements to serve the handicapped and disadvantaged students in regular trade and industrial programs, more stringent accountability requirements, the tremendous growth in enrollments, the increasing number of teachers, and the rapidly increasing expense of travel necessitate a revised, more efficient role of the district supervisor of trade and industrial education.

The changes in the scope and purpose of vocational education have caused a change in the role of the district supervisor of trade and industrial education. As the role of the district supervisor of trade and industrial education changes, Law (9) states:

To insure that the supervisor carries out a supportive and teaching role with faculty members, responsibilities must be defined clearly. Otherwise, the supervisor's job could be occupied entirely with clerical and administrative chores such as budgeting, scheduling, form filling, list making and that ubiquitous mandate, teacher evaluation (p. 52).

If the district supervisors of trade and industrial education are to reach their full potential and remain the major link between the State Department of Vocational Education and local educators in matters relating to vocational education, the district supervisor must be aware of what the individuals being served perceive to be the district supervisor's most desired role.

This study will explore new possibilities of adaptation in supervision that could be most helpful in making the changes needed in supervision of programs.

Purpose of the Study

The purpose of the study is to determine the most desirable role of the district supervisor of trade and industrial education as perceived by trade and industrial education teachers and administrators of trade and industrial programs. Respondents were asked to indicate their perceptions of desirability of performance by the district supervisor on certain tasks as compared to the extent to which the district supervisor actually performed each task during the last school year.

The secondary purpose of the study is to determine the perceptions of the trade and industrial teachers and the trade and industrial administrators relative to the most important of certain tasks which are performed by district supervisors.

Definitions of Terms

For the purpose of this study, the following definitions were selected and used:

Perceive: Refers to the way a person comprehends or feels about something.

Role: A set of behaviors expected of a district supervisor to assist trade and industrial education teachers and administrators of trade and industrial education programs in providing effective program instruction.

Task: Different activities for which the district supervisor is responsible.

Administrators: Those individuals listed by the Oklahoma State Department of Vocational and Technical Education as being superintendents of school systems offering trade and industrial education programs in Oklahoma.

Teachers/Instructors: Considered in this study were those individuals listed by the Oklahoma State Department of Vocational and Technical Education as teaching trade and industrial education in area vocational technical schools and/or comprehensive high schools in Oklahoma.

District Supervisor of Trade and Industrial Education: A position within the Oklahoma State Department of Vocational and Technical Education which requires direct contact with administrators and/or teachers

for the purpose of insuring quality in programs and compliance with the provisions of the state plan for vocational education.

State Department: Refers to the Oklahoma State Department of Vocational and Technical Education.

Area Vocational Technical School Administrator: The chief administrator and/or assistant administrator of each area vocational technical school campus.

High School Administrator: Superintendent of a comprehensive high school.

Area School: Refers to area vocational technical schools.

Trade and Industrial Education Teacher Educator: One who develops curriculum and courses of study for trade and industrial education teachers, usually through an approved university in cooperation with the State Department and the State Department of Teacher Certification.

Regional Administrator: State Department staff members who provide services and information about vocational technical education to school administrators and the local community.

Populations: Individuals listed by the State Department as serving as superintendents of comprehensive high schools offering trade and industrial education programs, superintendents and/or assistant administrators of each area vocational technical school campus, teachers of trade and industrial education programs in area vocational technical schools, and teachers of trade and industrial education programs in comprehensive high schools.

Sub-Populations: Sub-divisions of the populations.

Objectives of the Study

In order to determine the role of the trade and industrial education supervisor in Oklahoma, the objectives of the study were:

1. To determine the trade and industrial education teacher's perception of the trade and industrial education supervisor's role.
2. To determine the trade and industrial education program administrator's perception of the trade and industrial education supervisor's role.
3. To determine what the trade and industrial education teachers and administrators of trade and industrial education programs perceive as the most desirable tasks of the trade and industrial education supervisor.
4. To draw conclusions from the study with which to make recommended changes in the trade and industrial education supervisor's role to achieve their most perceived desired role.

CHAPTER II

REVIEW OF LITERATURE

Introduction

A review of the literature indicates little research has been done in the area of determining the desired role of the district supervisor of trade and industrial education and the importance of the tasks which are performed by the trade and industrial education district supervisor. It seems, however, that a review of research in other areas of supervision and administration may help provide valuable insight for such a study.

To develop a basis for studying the desired role and the importance of the tasks performed by the district supervisor of trade and industrial education, a study of literature of supervision of education was first made, specifically for the role of the district supervisor of trade and industrial education. Other areas included in this review of literature include an identification of the need for the study, previous research, and a summary of the chapter.

Role of the Trade and Industrial Education

Supervisor in Oklahoma

Teachers of trade and industrial education programs are recruited from the ranks of journeymen and successful practitioners with proven ability in their occupational field. The quality of trade and industrial

education programs is directly related to the level of competence of its teachers (16). The extent of their occupational experience and training provides the technical content for their teaching. However, for skilled workers to reproduce their skills and knowledge in others, they must receive supervisory leadership to be able to teach as well as to do.

The State Department, in cooperation with the trade and industrial education teacher educators in Oklahoma, develops competencies in classroom teaching methods and techniques for training skilled workers. The skilled workers are then taught competencies through teacher education classes, allowing them to transform their journeymen experiences to the classroom situation.

Supervision of trade and industrial education programs requires continuous critical supervision and revision to keep pace with developing professional standards, advancing certification requirements, and a rapidly changing technology. There is a disagreement among professional educators and the public as to what supervision is today. Some authorities would make the supervisor a strictly professional official, highly trained to do an administrative job. Another group would divorce the supervisor from administrative duties and actions. This action would result in a supervisor whose main responsibility is to help teachers meet their problems. Supervision is one of the essential functions of the school operation and the supervision function has assumed unprecedented importance.

Current practice in supervision is, at best, vaguely understood in the absence of research in either depth or scope. According to a study at The Ohio State University one function of educational leadership

is to clarify and determine roles for and with staff members with whom they work (3).

Also concerning the need for defining the role of the district supervisor, Wills et al. (17) state:

During the 1970's, the role of the supervisor has become increasingly confused. The supervisor with a specific mission to perform have seen themselves as directing the process of change, and their primary question has been one of strategy. Other supervisors, those who see themselves as helping professional people solve their instructional and curricular problems, have continued to work for improvement in the process of decision-making, decision-sharing, and curricular change. Teachers have become confused about the meaning of supervision, because they encounter many methods in the supervisor they know, and even a Dr. Jekyll-Mr. Hyde pattern of inconsistency in the same supervisor (p. 4).

The rapid changes in technology, curriculum, the rapid expansion of knowledge both in content of subject and teaching methodology are vital factors and have important implications for trade and industrial education. Even though teachers are assumed to be professionally competent, it is not appropriate to assume that they do not need highly specialized supervisory support. The fact that teachers and supervisors need to keep abreast of these changes represents an important challenge to trade and industrial supervision. A 1957 study at The Ohio State University attempted to define areas of desirable behavior of the educational leader (3).

According to Morphet (11):

The organization must provide for the determination of the roles for each member of the group. Again, the method of determining these roles will vary widely among different groups, depending upon the nature of the groups. . . . Regardless of how roles are determined, each member of the group must have an appropriate role for the social system to function with maximum efficiency (p. 321).

The Trade and Industrial Education Division of the Oklahoma State

Department of Vocational and Technical Education should be the leadership center of the state vocational educational system. In order to provide effective leadership for the improvement of local trade and industrial programs, the supervisors should be aware of their desired role in providing this leadership throughout the state.

Identification of the Need

In considering the need for a study of the role of the district supervisor of trade and industrial education, it becomes apparent that there are several reasons why those involved with trade and industrial education programs should be interested in the results. Foremost in the minds of the personnel involved may be the essential classification of the desired role of the district supervisor of trade and industrial education.

Koble (8) emphasized this point when he stated:

Vocational education, in its catalytic role for career education, requires dynamic and viable leadership. To provide this, leaders require futuristic preparation and continuous upgrading. Present programs for the preparation and upgrading leaders are not adequate in view of projected needs. A primary reason for this has been the lack of a dynamic knowledge base regarding roles and functions of leaders (p. 10).

In the Alabama study, the respondents were asked to rate the importance of tasks and the frequency with which the tasks were performed (7).

Tasks were placed in the following categories:

1. Industrial Improvement
2. Curriculum Development
3. Facilities and Equipment
4. Student Organizations
5. Special Needs Programs

6. Program Assessment
7. Public Relations
8. Career Education

An analysis of these data suggests that local vocational teachers see the most desirable task of the district supervisor is disseminating information, materials, and resources for use in the classroom.

With such inconsistency and lack of knowledge regarding role and tasks functions, it is understandable that the supervisor is often at odds with those persons he/she serves even though he/she may not recognize these discrepancies.

Bittel (2), in his book, Improving Supervisory Performance, stated:

Organizations are dynamic. They change constantly. When change implies improvement, it spells success. When change means erosion or decay, organizations begin to fail. It is the same way for supervisors. They must, first of all, measure up to the standards of performance expected from them (p. 347).

Even though most educators agree to the necessity of defining roles, a problem encountered by supervisors of trade and industrial education programs is that of identifying role expectations with regard to supervision. Reller (12) emphasized that educational leaders must function at all levels to understand the society, the educational process, and the roles and procedures involved in leadership in education.

Supervision has no meaning until it has purpose. The whole process of supervision is unjustified and wasteful unless it has a clearly defined and worthy task to perform. A supervisory program which is not guided by recognized and clearly defined purposes is not likely to contribute very much to the general effectiveness of education. It is not enough that a supervisory program be characterized by purpose; it is necessary

also that all persons engaged in its processes recognize the nature of these purposes. Supervision of programs will nearly always contribute to the improvement of the program. Obviously, if supervision offers both value judgments regarding what is happening within the program and consultative suggestions for improvement, then ultimately this will have a positive effect on the program. The improvement of programs and offerings is one of the most important goals that supervision can assume. It is important that supervision activities be integrated for assessing the merit of what currently exists.

Further discussion is presented by Eye (5) on the subject of supervision. He feels that there are differences both in the categories and in the nature of the words used. Eye feels that there are four common elements in defining the concepts of supervision. These common elements are:

1. Define the purpose for supervision, namely, improved teaching.
2. Imply that there is some agent or agency necessary to give direction to this purpose.
3. Indicate that there is a dynamic element for this purpose.
4. Promote some methodology for attacking the problem of improving instruction.

Unable to determine the conflicting perceptions of the job, the supervisor responds in an understandable but regrettable fashion--trying to please everyone.

The need to clarify the role and the most desired tasks performed by the district supervisor of trade and industrial education is emphasized by Harris (7) when he said that:

Activities of supervision are many and varied. They are

brought into operation through various competency configurations. They apply differentially to the diverse tasks of supervision. Supervisory personnel holding quite different positions share in giving directions to these many activities of supervision. However, it is the orientation toward continuity versus the orientation toward change that makes a truly unique distinction in the outcome of supervision (p. 21).

When the supervisor turns to the demanding role of supervision as an agent of change rather than a mere maintenance person, the complexities, resistances, and constraints require careful planning to determine the most desirable role and to determine the most desirable tasks performed by the district supervisor of trade and industrial education.

If the above information is true, it would seem that most of us as educators would agree to the need for defining the role and the identification of the tasks performed by the supervisor of trade and industrial education.

Previous Research

A review of the literature that relates to the role of the district supervisor of trade and industrial education programs yields few results. Of most value to the researcher were studies concerning the role of the vocational education district supervisor in Alabama (14) and an analysis of tasks performed by district supervisors of trade and industrial education in Alabama (1).

The central purpose of the study conducted in Alabama (14) was to define and describe the role of the district supervisor of trade and industrial education as perceived by the district supervisor, the day trade instructor, the coordinator, and the local vocational administrator.

The information derived from this study (14) provided evidence to

define and describe the role of the vocational education district supervisor as perceived by local education administrators and teachers. Both local administrators and teachers perceived the functions of the district supervisor to be important. Both administrators and teachers desired services from district supervisors. The types of services desired and the preferred procedures for receiving the services indicate that local personnel perceive the district supervisor in a helping or supporting role. Local personnel do not desire the district supervisor to perform an administrative or supervisory role.

Respondents were asked to rate tasks as to their importance and the frequency with which they were performed by the district supervisor. Findings of the study indicate that day trade instructors, coordinators of trade and industrial education, local vocational administrators, and district supervisors perceived the tasks performed by the district supervisor of trade and industrial education as important. Of the 45 items which were included on the questionnaire, 43 were rated as either important or essential by all respondent groups.

It was recommended that responsibilities of district supervisors be so assigned that the following functional areas comprise the majority of the workload: instructional improvement, curriculum development, facilities and equipment, student organizations, special needs program, program assessment, public relations, professional development, evaluation, and planning. It was further recommended that district supervisors develop competencies in each of these functional areas.

A study conducted by Cornell (4) described and defined the role of the district supervisor of trade and industrial education as perceived by the district supervisor and his reference groups. He defined the

role in terms of the perceived importance of 45 supervisory tasks and the perceived frequency with which the supervisor performed the tasks. Those tasks which were perceived as the most important tasks of the district supervisor were not necessarily those tasks perceived as being performed most frequently.

A study by Rice (13) dealt specifically with the identification of the role of the state field supervisor of vocational education in relation to change as perceived by the supervisors and their reference groups. A total of 584 respondents were asked to rank 40 supervisory tasks, half of which were supervisory change-oriented behavior, with the other half being continuity behavior. There was no significant difference among the Ohio respondents in the way they perceived the ideal supervisory role. The respondents found the ideal role of the field supervisor to be more change-oriented than the actual role.

The purpose of Luther's (10) study was to evaluate the tasks, relationships, and activities of local supervisors that might aid local supervisors of business and office education in the performance of their roles. Tasks chosen for the evaluation procedure were to be judged according to helpfulness in improving instruction.

Luther found that supervisors perceived a more frequent performance of tasks than did teachers. However, the majority of tasks were rated as being of great help in improving instruction.

The study conducted in Alabama (14) provided evidence of the perceptions of local administrators and teachers concerning the appropriate role of the district staffs of the State Department of Education. The State Department of Education exists to support and provide leadership to local educational programs. The perceptions of local vocational personnel

concerning the desired role of the trade and industrial education supervisor should weigh heavily in defining the duties and responsibilities of the district supervisor of trade and industrial education.

Summary

This chapter has provided the means for discussing background information and previous research studies. The review of research and literature adds support to the thesis that role studies are a valuable addition to our knowledge base.

Most educators agree concerning the necessity of defining roles, a problem encountered by supervisors, is that of identifying role expectations with regard to supervision.

Wilson (18) further discussed the role expectations by indicating that teachers, forced to guess about precise job descriptions, tend to see authority in the supervisor which administrators have generally not confirmed and which the supervisor always doubts. Unable to settle the conflicting perceptions of his job, the supervisor responds in an understandable but regrettable fashion--too frequently trying to please everyone. The typical result is a tendency toward consensus in judgment, caution in the exercise of authority and hypersensitivity to the role expectations of others.

If the district supervisors of trade and industrial education are to reach their full potential in planning, organization, and leadership, they must be aware of the teacher's and administrator's perceptions of the most desirable role of the district supervisor and their perceptions relative to the importance of certain tasks performed by the district

supervisor. It seems from the literature that there is indeed a need to study the role of the trade and industrial education district supervisor.

CHAPTER III

METHODOLOGY

Purpose of the Study

The purpose of this study was to determine the role of the district supervisor of trade and industrial education in Oklahoma as perceived by trade and industrial education teachers and administrators of trade and industrial education programs. The secondary purpose was to determine the perceptions of the trade and industrial teachers and administrators as to the importance of certain tasks which are performed by the district supervisor. Specifically, these individuals were asked to indicate their perceptions of the desirability of functions which were provided as possible responsibilities of the district supervisor by indicating the desirability of performance during the last school year. These were compared as to the extent to which the district supervisor performed these functions.

The respondents were also asked to rank 12 tasks which were included in the questionnaire. They were asked to rank 12 tasks of priority to trade and industrial education district supervisors. A rank of 1 indicates the highest priority.

Considering this purpose the following research questions were formulated to provide a focus for the systematic investigation of the role of the trade and industrial education supervisor in Oklahoma:

Question 1. What difference, if any, exists between administrator's and teacher's perceived role of the district supervisor?

Question 2. What difference, if any, exists between the tasks the district supervisor actually performs and those which they should perform?

Assumptions of the Study

This study of the role of the trade and industrial education supervisor in Oklahoma is founded on the following basic assumptions:

1. The perceptions of administrators and teachers are important factors for use in determining the role of the district supervisor.
2. The instrument used was valid and reliable for determining perceptions of the respondents.
3. The respondents were similar in their perceptions of the supervisor's role and were therefore representative of the population.

Development of the Instrument

Following a review of the related literature and recommendations from personnel at Oklahoma State University and the State Department, it was determined that a questionnaire indicating the desirability of performance of the district supervisor would be developed. Such major areas as facilities and equipment, instructional improvement, professional development, curriculum development, public relations, evaluation, advisory committees, planning, student organizations, teacher assessment and student placement, and follow-up were used as a basis for the development of functional statements.

To provide participants with the opportunity for comparing the desirability of performance and the extent to which the district supervisor

performed each task during the last school year, two sets of responses were developed.

To the left of each performance a grid with three options from "highly desirable" to "not desirable" was given. Directions for this set of answers were for the administrators and teachers to indicate their desirability of performance by the district supervisor.

Likewise, on the right, the respondents were asked to use a similar grid with three options from "often" to "never" and to indicate to the best of their knowledge the extent to which the district supervisor performed each task during the last school year.

The questionnaire was field-tested with the administrators and teachers at the Caddo-Kiowa Area Vocational Technical School. Based on comments about complexity and length of the instrument, the questionnaire was revised.

The final draft of the survey instrument was revised by the author and reviewed for meaning, clarity, and readability by personnel in the State Department and faculty members at Oklahoma State University. The questionnaire is appended to this study (Appendix A).

Populations and Sub-Populations for the Study

The populations and sub-populations consisted of teachers and administrators of trade and industrial education programs in Oklahoma, who were used as sources of information in this study. Because of the nature of this study, the current year was defined as the 1980-81 school year.

A list of trade and industrial education teachers and administrators of trade and industrial education programs both in comprehensive high schools and area vocational technical schools was obtained from the

Evaluation Unit of the Oklahoma State Department of Vocational Technical Education. From this listing, all trade and industrial teachers (542) and administrators of trade and industrial education programs (151) were considered as the population (Table XII, Appendix B).

Collection of Data

A copy of the questionnaire and two cover letters were mailed to each of the individuals for the sample during the last week of March, 1981. One of the letters was from the researcher, with a second letter from Dr. Roy Ayres, State Supervisor of Trade and Industrial Education, stressing the importance and benefits of such a study to the State Department of Trade and Industrial Education (Appendix C).

Respondents were asked to return the completed instrument by April 15, 1981.

A second follow-up mailing the last week of April, 1981, was used to obtain a 65.5 percent return from the administrators and 59.0 percent response from the teachers (Appendix D).

Treatment of Data

Column 1 of the instrument included desirability of performance by the district supervisor. Respondents were asked to rate the desirability of performance of a district supervisor in each functional task. The respondents indicated their choices by checking one of the following: Highly Desirable, Desirable, Not Desirable. In order to identify the tasks which were most desired by the respondent group, an arithmetic mean was computed for each task by group.

Column II of the instrument indicated the extent to which supervisors performed certain tasks. Respondents were asked to indicate, to the best of their knowledge, the extent to which the district supervisor performed each task during the last school year. The respondents indicated their choices by checking one of the following: Often, Seldom, Never. In order to identify the extent of performance by the district supervisor during the last school year by the respondent groups, an arithmetic mean was computed for each task by group.

The Kruskal-Wallis one-way analysis of variance, the Mann-Whitney U test of significant of difference, mean scores, and rank order were used to analyze the responses.

CHAPTER IV

FINDINGS AND DATA ANALYSIS

The purpose of this study was to determine the role of the trade and industrial education supervisor in Oklahoma as perceived by teachers and administrators of trade and industrial education programs in comprehensive high schools and area vocational technical schools. Respondents were asked to indicate their perceptions of certain tasks which were listed as possible responsibilities of the trade and industrial education district supervisor by indicating the desirability of performance by the district supervisor as compared to the extent the district supervisor performed each task during the school year of 1980-1981. Included in the instrument was a list of twelve task areas which the respondents were asked to prioritize by ranking the tasks. A rank of 1 was the highest priority to trade and industrial education district supervisors. The population for this study included all trade and industrial education teachers (542) and administrators of trade and industrial education programs in comprehensive high schools and area vocational technical schools in Oklahoma (151).

In order to determine what the participants perceived about these tasks, twelve sets of comparisons were made. These included a comparison of what tasks area school administrators and high school administrators of trade and industrial education programs desired the district supervisor to perform as compared with the extent the district supervisor

actually performed the tasks during the 1980-1981 school year. This same comparison was made between trade and industrial education teachers in area schools and comprehensive high schools.

In Column I of the instrument, respondents used the following scale to rate the frequency of the desirability of performance by the district supervisor for each of the 47 tasks: Highly Desirable, Desirable, Not Desirable.

Data concerning the frequency of desirability were analyzed as follows:

1. The responses were assigned numeric values, i.e., Highly Desirable = 1, Desirable = 2, and Not Desirable = 3.
2. An arithmetic mean was computed on each item for each of the respondent sub-populations.
3. The mean scores were used to determine which tasks were perceived by the selected sub-populations to be the most desirable tasks to be performed by the district supervisor.
4. A ranking of mean scores was used to arrange the mean scores in ascending order from 1, the task having the lowest mean, to 47, the task having the highest mean.
5. A Kruskal-Wallis One-Way Analysis of Variance was computed to determine if significant differences existed among the four sub-populations with regard to their ratings of frequency of the desirability of performance.
6. After significant differences were disclosed by the Kruskal-Wallis technique, a Mann-Whitney U Test of Significance was applied between all pairs to identify specifically which sub-populations differed.

In Column II of the instrument, respondents used the following scale

to rate the frequency of the extent of performance by the district supervisor for each of the 47 tasks: Often, Seldom, Never. Responses were assigned numeric values as follows: Often = 1, Seldom = 2, and Never = 3. Data concerning the frequency of extent of performance by the district supervisor were analyzed by using the same analysis methods used to determine desirability of performance by the district supervisor.

In order to determine if there was a significant difference in the way the sub-populations responded to the instrument, a Kruskal-Wallis One-Way Analysis of Variance was computed for the desirability of performance and the extent of performance by the district supervisor to test for differences between the sub-populations.

The responses by the four sub-populations with regard to the desirability of performance by the district supervisor indicated there were significant differences among the sub-populations at the .05 level of significance (Table I).

The responses by the four sub-populations with regard to the extent of performance by the district supervisor indicated there were significant differences among the sub-populations at the .05 level of significance (Table II).

Due to the fact that there were significant differences among the sub-populations on the desirability and extent of performance, a Mann-Whitney U Test of Significance was conducted to determine where the differences existed.

The Mann-Whitney U Test was used to determine significant differences in the responses between sub-populations for the desirability of performance by the district supervisor (Table III). At the .05 level of significance, it would appear that area school teachers differed with all three

TABLE I
 KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE TO
 DETERMINE SIGNIFICANT DIFFERENCE AMONG THE
 SUB-POPULATIONS ON DESIRABILITY OF PER-
 FORMANCE BY DISTRICT SUPERVISOR

Sub-Populations	Sum of Ranks	H	Probability
Area School Administrators	3979.5		
Area School Teachers	5447.5		P < .02
High School Administrators	4099		
High School Teachers	4240	9.9072	

TABLE II
 KRUSKAL-WALLIS ONE-WAY ANALYSIS OF VARIANCE TO
 DETERMINE SIGNIFICANT DIFFERENCE AMONG THE
 SUB-POPULATIONS ON EXTENT OF PERFORMANCE
 BY DISTRICT SUPERVISOR

Sub-Populations	Sum of Ranks	H	Probability
Area School Administrators	5141.5		
Area School Teachers	6062.5		
High School Administrators	2062		
High School Teachers	4500	63.084	<.001

TABLE III
 MANN-WHITNEY U TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN
 SUB-POPULATION PAIRS ON DESIRABILITY OF
 PERFORMANCE BY DISTRICT SUPERVISOR

Sub-Population Pairs	Sum of Ranks	U	Probability
Area School Administrators Area School Teachers	1884.5 2580.5	-2.63	<.01*
Area School Administrators High School Administrators	2182 2283	- .38	>.05
Area School Administrators High School Teachers	2169 2196	- .48	>.05
Area School Teachers High School Administrators	2585 1880	-2.67	<.01*
Area School Teachers High School Teachers	2538 1927	-2.31	<.05*
High School Administrators High School Teachers	2192 2269	- .27	>.05

* Significant at the .05 level

of the other sub-populations. The Mann-Whitney U Test was also used to determine the significance of difference in the responses among the sub-populations for the extent of performance by the district supervisor (Table IV). At the .05 level of significance, it is evident that the high school administrators differed with all three of the other sub-populations and the area school teachers differed with the high school teachers.

In deciding which of the 47 tasks would be reported as the most desirable, the researcher examined the mean scores in an effort to find a definite separation point between high and low mean scores. Since all mean scores were clustered, no logical breaking point could be found. It was therefore decided that the ten tasks with the largest difference between means of desirability of performance and extent of performance would be reported. Table V indicates the desirability and performance data of the 47 tasks rated by area school administrators by mean and rank.

Area school administrators desired more performance by the district supervisor on the following tasks:

4. Maintain a pool of equipment for use at the local level.
5. Conduct in-service programs on the proper use and maintenance of equipment and facilities.
6. Conduct in-service programs for teachers.
7. Assist teachers in instructional development.
8. Conduct workshops on teaching methods and techniques.
11. Encourage and assist teachers in upgrading skills and competencies in instructional areas.
17. Provide public relations services from the state level.
23. Assist teachers in developing effective techniques of self-evaluation.

TABLE IV
 MANN-WHITNEY U TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN
 SUB-POPULATION PAIRS ON EXTENT OF PERFORMANCE
 BY DISTRICT SUPERVISOR

Sub-Population Pairs	Sum of Ranks	U	Probability
Area School Administrators Area School Teachers	2015 2450	-1.64	>.10
Area School Administrators High School Administrators	2968 1497	-5.56	<.0000
Area School Administrators High School Teachers	2416 2049	-1.39	>.10
Area School Teachers High School Administrators	3189.5 1275.5	-7.24	<.0000
Area School Teachers High School Teachers	2679 1786	-3.38	<.001
High School Administrators High School Teachers	1545.5 2919.5	-5.99	<.0000

TABLE V

DESIRABILITY AND EXTENT OF PERFORMANCE DATA OF SPECIFIC
TASKS AS RATED BY AREA SCHOOL ADMINISTRATORS

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Assess equipment and facilities in terms of safety and suitability for purpose.	1.76	23	1.93	21	.17
Assist the local education agency in purchasing equipment.	1.98	39.5	2.10	26.5	.12
Assist in planning local facilities.	1.98	39.5	2.23	37.5	.25
Maintain a pool of equipment for use at the local level.	1.70	14	2.26	41	.56
Conduct in-service programs on the proper use and maintenance of equipment and facilities.	1.77	25	2.49	46	.72
Conduct in-service programs for teachers.	1.75	20	2.15	32.5	.40
Assist teachers in instructional development.	1.71	16	2.10	26.5	.39
Conduct Workshops on teaching methods and techniques.	1.80	26.5	2.28	42	.48
Assist teachers in realizing and maintaining minimum professional qualification.	1.64	8	1.69	9	.05
Plan, conduct, approve professional improvement (PI) meetings.	1.69	11.5	1.76	11.5	.07
Encourage and assist teachers in upgrading skills and competencies in instructional areas.	1.48	3	1.98	23	.50

TABLE V (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Recommend the certification and/or recertification of teachers according to a minimum set of standards	1.86	31	1.59	5	-.27
Encourage membership and active participation in professional organizations.	1.73	17.5	1.51	1	-.22
Assist in workshops related to the use of state curriculum.	1.59	7	1.80	16.5	.21
Visit administrators and instructors to discuss curriculum needs.	1.69	11.5	1.90	20	.21
Assist instructors in development of instructional materials.	1.93	35.5	2.15	32.5	.22
Provide public relations services from the state level.	1.55	4	2.00	24	.45
Attend banquets, advisory-committee meetings, vocational-week activities, etc. when requested.	1.76	23	1.79	14.5	.03
Provide news releases for use at the local level.	2.16	44	2.54	47	.38
Advise the legislature as to conditions and needs of the schools.	1.68	10	1.89	19	.21
Determine optimum enrollment levels of each program area.	2.19	45	1.57	4	-.62
Evaluate local departments to determine if state and local goals are being met.	1.82	28.5	1.56	3	-.26

TABLE V (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Assist teachers in developing effective techniques of self-evaluation.	1.67	9	2.32	43	.65
Certify programs according to minimum set of standards.	1.84	30	1.80	16.5	-.04
Promote cooperation between instructors and administrators at the local level.	1.80	26.5	2.13	29.5	.33
Evaluate local vocational programs in terms of state standards and requirements.	1.73	17.5	1.68	8	-.05
Inform administrators and instructors of minimum state standards for equipment and facilities.	1.57	6	1.85	18	.28
Assist administrators and instructors in organizing and utilizing advisory committees.	2.02	41.5	2.23	37.5	.21
Provide technical assistance in the development of local advisory committees.	2.04	43	2.41	45	.37
Meet, upon request, with local advisory committees.	1.96	38	2.12	28	.16
Provide technical assistance to local instructors and administrators in planning and implementing local programs.	1.75	20	1.76	11.5	.01
Assist administrators in planning programs for special-needs students.	1.87	32.5	2.23	37.5	.36

TABLE V (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Assist in the recruiting and screening of prospective teachers.	1.75	20	1.54	2	-.21
Assist administrators and instructors in setting priority needs of equipment and supplies.	2.20	46	2.14	31	-.06
Coordinate local, district, and statewide student-organization activities.	1.44	1	1.79	14.5	.35
Assist the local program with student-organization activities.	1.87	32.5	2.23	37.5	.36
Conduct workshops relating to student-organization activities.	1.82	28.5	2.13	29.5	.31
Provide lists of prospective teachers to local administrators.	1.47	2	1.62	7	.15
Help local education agency assess teacher performance.	2.23	47	2.33	44	.10
Use evaluations in assisting teachers for improving their performance.	1.93	35.5	2.16	34	.23
Supply employment data to local programs.	1.70	14	2.18	35	.48
Review placement and follow-up records of each program for program improvement.	1.93	35.5	1.97	22	.04
Provide assistance to local programs for utilizing placement and follow-up information.	1.93	35.5	2.24	40	.31

TABLE V (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Communicate state-level policy to local teachers and administrators.	1.56	5	1.77	13	.21
Make recommendations concerning the addition and/or deletion of programs from the local curriculum.	2.02	41.5	2.08	25	.06
Advise local administrators about policies and procedures for approving new programs.	1.70	14	1.74	10	.04
Represent the state department as a liaison person with administrators.	1.76	23	1.60	6	-.16

41. Supply employment data to local programs.

Area school administrators desired less extent of performance by the district supervisor on the following task:

21. Determine optimum enrollment levels for each program area.

Of the 47 tasks, nine were ranked by the area school administrators, indicating the extent of performance exceeds the desirability of performance by the district supervisor.

Table VI indicates the desirability and performance data of the 47 tasks rated by area school teachers by mean and rank.

Area school teachers desired more performance by the district supervisor on the following tasks:

8. Conduct workshops on teaching methods and techniques.

17. Provide public relations services from the state level.

19. Provide news releases for use at the local level.

20. Advise the legislature as to conditions and needs of the schools.

25. Promote cooperation between instructors and administrators at the local level.

27. Inform administrators and instructors of minimum state standards for equipment and facilities.

30. Meet, upon request, with local advisory committees.

31. Provide technical assistance to local instructors and administrators in planning and implementing local programs.

32. Assist administrators in planning programs for special-needs students.

41. Supply employment data to local programs.

Of the 47 tasks, 3 were ranked by the area school teachers indicating

TABLE VI
DESIRABILITY AND EXTENT OF PERFORMANCE DATA OF SPECIFIC
TASKS AS RATED BY AREA SCHOOL TEACHERS

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Assess equipment and facilities in terms of safety and suitability for purpose.	1.89	20.5	2.02	22	.13
Assist the local education agency in purchasing equipment.	1.95	30	2.07	25.5	.12
Assist in planning local facilities.	2.11	44	2.26	39	.15
Maintain a pool of equipment for use at the local level.	1.96	31	2.20	35	.24
Conduct in-service programs on the proper use and maintenance of equipment and facilities.	2.23	47	2.46	47	.23
Conduct in-service programs for teachers.	2.03	37	2.25	38	.22
Assist teachers in instructional development.	1.89	20.5	2.13	28.5	.24
Conduct Workshops on teaching methods and techniques.	2.07	41.5	2.35	45	.28
Assist teachers in realizing and maintaining minimum professional qualification.	1.80	15	1.90	12.5	.10
Plan, conduct, approve professional improvement (PI) meetings.	1.90	23.5	1.80	3	-.10
Encourage and assist teachers in upgrading skills and competencies in instructional areas.	1.81	16	1.95	15	.14

TABLE VI (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Recommend the certification and/or recertification of teachers according to a minimum set of standards	1.85	17	1.88	8.5	.03
Encourage membership and active participation in professional organizations.	1.94	28	1.83	5	-.11
Assist in workshops related to the use of state curriculum.	1.89	20.5	2.03	23.5	.14
Visit administrators and instructors to discuss curriculum needs.	1.75	10	1.99	17	.24
Assist instructors in development of instructional materials.	2.01	33.5	2.24	36.5	.23
Provide public relations services from the state level.	1.71	7	2.01	20	.30
Attend banquets, advisory-committee meetings, vocational-week activities, etc. when requested.	1.88	18	1.97	16	.30
Provide news releases for use at the local level.	2.04	39	2.36	46	.32
Advise the legislature as to conditions and needs of the schools.	1.46	1	1.88	8.5	.42
Determine optimum enrollment levels of each program area.	1.72	8	1.90	12.5	.18
Evaluate local departments to determine if state and local goals are being met.	1.69	5	1.77	1	.08

TABLE VI (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Assist teachers in developing effective techniques of self-evaluation.	1.94	28	2.19	33.5	.25
Certify programs according to minimum set of standards.	1.76	11.5	1.87	6.5	.11
Promote cooperation between instructors and administrators at the local level.	1.89	20.5	2.16	30	.27
Evaluate local vocational programs in terms of state standards and requirements.	1.76	11.5	1.80	3	.08
Inform administrators and instructors of minimum state standards for equipment and facilities.	1.62	2	1.90	12.5	.28
Assist administrators and instructors in organizing and utilizing advisory committees.	2.03	37	2.24	36.5	.21
Provide technical assistance in the development of local advisory committees.	2.10	43	2.31	41	.21
Meet, upon request, with local advisory committees.	2.05	40	2.34	44	.29
Provide technical assistance to local instructors and administrators in planning and implementing local programs.	1.63	3	2.08	27	.45
Assist administrators in planning programs for special-needs students.	1.90	23.5	2.17	31.5	.27

TABLE VI (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Assist in the recruiting and screening of prospective teachers.	1.92	25.5	2.00	18	.08
Assist administrators and instructors in setting priority needs of equipment and supplies.	2.02	35	2.17	31.5	.15
Coordinate local, district, and statewide student-organization activities.	1.92	25.5	1.87	6.5	-.05
Assist the local program with student-organization activities.	2.19	46	2.28	40	.09
Conduct workshops relating to student-organization activities.	2.17	45	2.32	42	.15
Provide lists of prospective teachers to local administrators.	1.77	13.5	2.01	20	.24
Help local education agency assess teacher performance.	2.07	41.5	2.13	28.5	.06
Use evaluations in assisting teachers for improving their performance.	2.01	33.5	2.03	23.5	.02
Supply employment data to local programs.	1.77	13.5	2.33	43	.56
Review placement and follow-up records of each program for program improvement.	1.97	32	2.01	20	.04
Provide assistance to local programs for utilizing placement and follow-up information.	1.94	28	2.19	33.5	.25

TABLE VI (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Communicate state-level policy to local teachers and administrators.	1.65	4	1.90	12.5	.25
Make recommendations concerning the addition and/or deletion of programs from the local curriculum.	2.03	37	2.07	25.5	.04
Advise local administrators about policies and procedures for approving new programs.	1.73	9	1.89	10	.16
Represent the state department as a liaison person with administrators.	1.70	6	1.80	3	.10

that the extent of performance exceeds the desirability of performance by the district supervisor.

Table VII indicates the desirability and performance data of the 47 tasks rated by high school administrators by mean and rank. High school administrators desired more performance by the district supervisor on the following tasks:

4. Maintain a pool of equipment for use at the local level.

5. Conduct in-service programs on the proper use and maintenance of equipment and facilities.

High school administrators desired less extent of performance by the district supervisor on the following tasks:

10. Plan, conduct, and approve professional improvement (PI) meetings.

13. Encourage membership and active participation in professional organizations.

21. Determine optimum enrollment levels for each program area.

22. Evaluate local departments to determine if state and local goals are being met.

24. Certify programs according to minimum set of standards.

26. Evaluate local vocational programs in terms of state standards and requirements.

35. Coordinate local, district, and statewide student-organization activities.

42. Review placement and follow-up records of each program for program improvement.

Of the 47 tasks, 38 were ranked by the high school administrators

TABLE VII
 DESIRABILITY AND EXTENT OF PERFORMANCE DATA OF SPECIFIC
 TASKS AS RATED BY HIGH SCHOOL ADMINISTRATORS

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Assess equipment and facilities in terms of safety and suitability for purpose.	1.86	28.5	1.59	24	-.27
Assist the local education agency in purchasing equipment.	1.88	32.5	1.88	41.5	--
Assist in planning local facilities.	1.96	41.5	1.79	35	-.17
Maintain a pool of equipment for use at the local level.	1.80	22.5	2.13	46	.33
Conduct in-service programs on the proper use and maintenance of equipment and facilities.	1.88	32.5	2.24	47	.36
Conduct in-service programs for teachers.	1.67	9	1.72	32	.05
Assist teachers in instructional development.	1.75	14.5	1.57	22	-.18
Conduct Workshops on teaching methods and techniques.	1.80	22.5	1.85	38.5	.05
Assist teachers in realizing and maintaining minimum professional qualification.	1.75	14.5	1.50	13.5	-.25
Plan, conduct, approve professional improvement (PI) meetings.	1.80	22.5	1.48	11.5	-.32
Encourage and assist teachers in upgrading skills and competencies in instructional areas.	1.63	7	1.51	15	.12

TABLE VII (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Recommend the certification and/or recertification of teachers according to a minimum set of standards	1.75	14.5	1.54	19	-.21
Encourage membership and active participation in professional organizations.	1.92	37.5	1.47	10	-.45
Assist in workshops related to the use of state curriculum.	1.63	7	1.53	17.5	-.10
Visit administrators and instructors to discuss curriculum needs.	1.63	7	1.53	17.5	-.10
Assist instructors in development of instructional materials.	1.80	22.5	1.79	35	-.01
Provide public relations services from the state level.	1.69	10.5	1.52	16	-.17
Attend banquets, advisory-committee meetings, vocational-week activities, etc. when requested.	1.80	22.5	1.70	30	-.10
Provide news releases for use at the local level.	1.92	37.5	1.96	44.5	.04
Advise the legislature as to conditions and needs of the schools.	1.37	1	1.27	1	-.10
Determine optimum enrollment levels of each program area.	2.00	44	1.42	9	-.58
Evaluate local departments to determine if state and local goals are being met.	1.75	14.5	1.35	4.5	-.40

TABLE VII (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Assist teachers in developing effective techniques of self-evaluation.	1.80	22.5	1.61	25.5	-.19
Certify programs according to minimum set of standards.	1.76	17	1.29	2.5	-.47
Promote cooperation between instructors and administrators at the local level.	1.80	22.5	1.58	23	-.22
Evaluate local vocational programs in terms of state standards and requirements.	1.78	18	1.35	4.5	-.43
Inform administrators and instructors of minimum state standards for equipment and facilities.	1.69	10.5	1.41	8	-.28
Assist administrators and instructors in organizing and utilizing advisory committees.	1.90	34.5	1.65	28	-2.5
Provide technical assistance in the development of local advisory committees.	1.92	37.5	1.83	37	-.05
Meet, upon request, with local advisory committees.	1.86	38.5	1.87	40	.01
Provide technical assistance to local instructors and administrators in planning and implementing local programs.	1.87	30.5	1.50	13.5	-.37
Assist administrators in planning programs for special-needs students.	1.92	37.5	1.88	41.5	-.04

TABLE VII (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Assist in the recruiting and screening of prospective teachers.	1.87	30.5	1.67	29	-.20
Assist administrators and instructors in setting priority needs of equipment and supplies.	1.94	40	1.61	25.5	-.33
Coordinate local, district, and statewide student-organization activities.	1.96	41.5	1.56	21	-.40
Assist the local program with student-organization activities.	1.98	43	1.85	38.5	-.13
Conduct workshops relating to student-organization activities.	2.12	46	1.96	44.5	-.16
Provide lists of prospective teachers to local administrators.	1.58	4.5	1.73	33	.15
Help local education agency assess teacher performance.	2.14	47	1.91	43	-.23
Use evaluations in assisting teachers for improving their performance.	1.90	34.5	1.79	35	-.11
Supply employment data to local programs.	1.74	12	1.55	20	-.19
Review placement and follow-up records of each program for program improvement.	1.80	22.5	1.48	11.5	-.32
Provide assistance to local programs for utilizing placement and follow-up information.	1.81	27	1.64	27	-.17

TABLE VII (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Communicate state-level policy to local teachers and administrators.	1.52	2	1.40	7	-.12
Make recommendations concerning the addition and/or deletion of programs from the local curriculum.	2.02	45	1.71	31	-.31
Advise local administrators about policies and procedures for approving new programs.	1.53	3	1.37	6	-.16
Represent the state department as a liaison person with administrators.	1.58	4.5	1.29	2.5	-.29

indicating the extent of performance exceeds the desirability of performance by the district supervisor.

Table VIII indicates the desirability and performance data of the 47 tasks rated by the high school teachers by mean and rank.

High school teachers desired more performance by the district supervisor on the following tasks:

3. Assist in planning local facilities.
4. Maintain a pool of equipment for use at the local level.
5. Conduct in-service programs on the proper use and maintenance of equipment and facilities.
13. Encourage membership and active participation in professional organizations.
17. Provide public relations services from the state level.
20. Advise the legislature as to conditions and needs of the schools.
27. Inform administrators and instructors of minimum state standards for equipment.
34. Assist administrators and instructors in setting priority needs of equipment.
41. Supply employment data to local programs.
43. Provide assistance to local programs for utilizing placement and follow-up information.

Of the 47 tasks, 9 were ranked by the high school teachers indicating the extent of performance exceeds the desirability of performance by the district supervisor.

Table IX indicates the mean scores of the total populations which were arranged in ascending order and ranked from 1, the task having the lowest mean ranking, to 47, the task having the highest mean. Since all

TABLE VIII

DESIRABILITY AND EXTENT OF PERFORMANCE DATA OF SPECIFIC
TASKS AS RATED BY HIGH SCHOOL TEACHERS

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Assess equipment and facilities in terms of safety and suitability for purpose.	1.83	24.5	1.90	25	.07
Assist the local education agency in purchasing equipment.	1.87	29	2.01	30	.14
Assist in planning local facilities.	1.85	27	2.10	36	.25
Maintain a pool of equipment for use at the local level.	1.94	33.5	2.29	46	.35
Conduct in-service programs on the proper use and maintenance of equipment and facilities.	2.22	47	2.53	47	.31
Conduct in-service programs for teachers.	1.96	38	2.04	32.5	.08
Assist teachers in instructional development.	1.94	33.5	2.01	30	.07
Conduct Workshops on teaching methods and techniques.	1.97	39	2.22	45	.25
Assist teachers in realizing and maintaining minimum professional qualification.	1.72	16	1.70	7	-.02
Plan, conduct, approve professional improvement (PI) meetings.	1.79	21	1.71	8	-.08
Encourage and assist teachers in upgrading skills and competencies in instructional areas.	1.70	14	1.79	15	.09

TABLE VIII (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Recommend the certification and/or recertification of teachers according to a minimum set of standards	1.77	18	1.59	4.5	-.18
Encourage membership and active participation in professional organizations.	1.78	19.5	1.51	2	-.27
Assist in workshops related to the use of state curriculum.	1.80	22	1.81	16.5	.01
Visit administrators and instructors to discuss curriculum needs.	1.67	10	1.82	18	.15
Assist instructors in development of instructional materials.	1.98	40.5	2.08	34	.10
Provide public relations services from the state level.	1.58	4	1.86	21	.28
Attend banquets, advisory-committee meetings, vocational-week activities, etc. when requested.	1.86	28	1.88	23	.02
Provide news releases for use at the local level.	1.94	33.5	2.18	43	.24
Advise the legislature as to conditions and needs of the schools.	1.34	1	1.59	4.5	.25
Determine optimum enrollment levels of each program area.	1.63	7	1.73	10	.10
Evaluate local departments to determine if state and local goals are being met.	1.65	8	1.51	2	-.14

TABLE VIII (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Assist teachers in developing effective techniques of self-evaluation.	1.81	23	1.88	23	.07
Certify programs according to minimum set of standards.	1.68	12	1.73	10	.05
Promote cooperation between instructors and administrators at the local level.	1.68	12	1.81	16.5	.13
Evaluate local vocational programs in terms of state standards and requirements.	1.59	5	1.51	2	-.08
Inform administrators and instructors of minimum state standards for equipment and facilities.	1.46	2	1.85	20	.35
Assist administrators and instructors in organizing and utilizing advisory committees.	1.92	31	2.12	37.5	.20
Provide technical assistance in the development of local advisory committees.	2.01	45	2.19	44	.18
Meet, upon request, with local advisory committees.	1.98	40.5	2.17	41	.19
Provide technical assistance to local instructors and administrators in planning and implementing local programs.	1.78	19.5	1.92	26	.14
Assist administrators in planning programs for special-needs students.	1.95	36.5	2.17	41	.22

TABLE VIII (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Assist in the recruiting and screening of prospective teachers.	1.68	12	1.73	10	.05
Assist administrators and instructors in setting priority needs of equipment and supplies.	1.72	16	1.98	28	.26
Coordinate local, district, and statewide student-organization activities.	1.84	26	1.74	12	-.10
Assist the local program with student-organization activities.	2.08	46	2.12	37.5	.04
Conduct workshops relating to student-organization activities.	2.00	43.5	2.09	35	.09
Provide lists of prospective teachers to local administrators.	2.00	43.5	1.93	27	-.07
Help local education agency assess teacher performance.	1.99	42	2.01	30	.02
Use evaluations in assisting teachers for improving their performance.	1.83	24.5	1.88	23	.05
Supply employment data to local programs.	1.72	16	2.17	41	.45
Review placement and follow-up records of each program for program improvement.	1.95	36.5	1.84	19	-.11
Provide assistance to local programs for utilizing placement and follow-up information.	1.89	30	2.14	39	.25

TABLE VIII (Continued)

Question	Desirability		Extent		Mean Difference
	Mean	Rank	Mean	Rank	
Communicate state-level policy to local teachers and administrators.	1.61	6	1.75	13	.14
Make recommendations concerning the addition and/or deletion of programs from the local curriculum.	1.94	33.5	2.04	32.5	.10
Advise local administrators about policies and procedures for approving new programs.	1.66	9	1.76	14	.10
Represent the state department as a liaison person with administrators.	1.52	3	1.63	6	.11

TABLE IX
DESIRABILITY AND EXTENT OF PERFORMANCE DATA OF SPECIFIC
TASKS AS RATED BY THE TOTAL POPULATIONS

Question	Desirability of Performance		Extent of Performance	
	Mean	Rank	Mean	Rank
Assess equipment and facilities in terms of safety and suitability for purpose.	1.85	23	1.92	23.5
Assist the local education agency in purchasing equipment.	1.92	31	2.03	29.5
Assist in planning local facilities.	2.00	40	2.15	38
Maintain a pool of equipment for use at the local level.	1.91	29	2.22	43
Conduct in-service programs on the proper use and maintenance of equipment and facilities.	2.13	47	2.51	47
Conduct in-service programs for teachers.	1.93	32.5	2.11	33.5
Assist teachers in instructional development	1.87	26.5	2.02	28
Conduct workshops on teaching methods and techniques.	1.98	37.5	2.24	45
Assist teachers in realizing and maintaining minimum professional qualification.	1.76	14	1.77	11
Plan, conduct, approve professional improvement (PI) meetings.	1.83	20.5	1.73	7
Encourage and assist teachers in upgrading skills and competencies in instructional areas.	1.71	9.5	1.85	16
Recommend the certification and/or recertification of teachers according to a minimum set of standards	1.81	18.5	1.72	6
Encourage membership and active participation in professional organizations.	1.87	26.5	1.66	3.5

TABLE IX (Continued)

Question	Desirability of Performance		Extent of Performance		
	Mean	Rank	Mean	Rank	
Assist in workshops related to the use of state curriculum	1.79	16	1.87	17.5	
Visit administrators and instructors to discuss curriculum needs.	1.70	7.5	1.87	17.5	
Assist instructors in development of instructional materials.	1.94	35	2.13	35.5	
Provide public relations services from the state level.	1.65	5	1.90	21.5	
Attend banquets, advisory-committee meetings, vocational-week activities, etc. when requested.	1.85	23	1.89	19.5	
Provide news releases for use at the local level.	2.01	42	2.28	46	
Advise the legislature as to conditions and needs of the schools.	1.43	1	1.71	5	
Determine optimum enrollment levels of each program area.	1.78	15	1.75	8.5	
Evaluate local departments to determine if state and local goals are being met.	1.70	7.5	1.62	1	
Assist teachers in developing effective techniques of self-evaluation.	1.86	25	2.03	29.5	
Certify programs according to minimum set of standards.	1.75	13	1.75	8.5	
Promote cooperation between instructors and administrators at the local level.	1.81	18.5	1.97	25.5	
Evaluate local vocational programs in terms of state standards and requirements.	1.71	9.5	1.65	2	
Inform administrators and instructors of minimum state standards for equipment and facilities.	1.58	2	1.82	14	
Assist administrators and instructors in organizing and utilizing advisory committees	1.98	37.5	2.13	35.5	8

TABLE IX (Continued)

Question	Desirability of Performance		Extent of Performance	
	Mean	Rank	Mean	Rank
Provide technical assistance in the development of local advisory committees.	2.04	43	2.23	44
Meet, upon request, with local advisory committees	2.00	40	2.20	42
Provide technical assistance to local instructors and administrators in planning and implementing local programs	1.80	17	1.92	23.5
Assist administrators in planning programs for special-needs students	1.91	29	2.14	37
Assist in the recruiting and screening of prospective teachers	1.83	20.5	1.83	15
Assist administrators and instructors in setting priority needs of equipment and supplies	1.94	35	2.04	31
Coordinate local, district, and statewide student-organization activities	1.85	23	1.78	12.5
Assist the local program with student-organization activities	2.11	46	2.17	39.5
Conduct workshops relating to student-organization activities	2.08	45	2.18	41
Provide lists of prospective teachers to local administrators	1.72	11	1.90	21.5
Help local education agency assess teacher performance	2.07	44	2.09	32
Use evaluations in assisting teachers for improving their performance	1.93	32.5	1.97	25.5
Supply employment data to local programs	1.74	12	2.17	39.5
Review placement and follow-up records of each program for program improvement	1.94	35	1.89	19.5

TABLE IX (Continued)

Question	Desirability of Performance		Extent of Performance	
	Mean	Rank	Mean	Rank
Provide assistance to local programs for utilizing placement and follow-up information	1.91	29	2.11	33.5
Communicate state-level policy to local teachers and administrators	1.61	3	1.78	12.5
Make recommendations concerning the addition and/or deletion of programs from the local curriculum	2.00	40	2.01	27
Advise local administrators about policies and procedures for approving new programs	1.68	6	1.76	10
Represent the state department as a liaison person with administrators	1.64	4	1.66	3.5

mean scores were clustered, no logical breaking point could be found and it was therefore decided that the ten tasks with the largest difference between means of desirability and extent of performance would be reported.

The responses from the total populations indicated more desirability of performance by the district supervisor on the following tasks:

21. Determine optimum enrollment levels for each program area.
23. Assist teachers in developing effective techniques of self-evaluation.
24. Certify programs to a minimum set of standards.
25. Promote cooperation between instructors and administrators at the local level.
26. Evaluate local vocational programs in terms of state standards and requirements.
27. Inform administrators and instructors of minimum state standards for equipment and facilities.
28. Assist administrators and instructors in organizing and utilizing advisory committees.
31. Provide technical assistance to local instructors and administrators in planning and implementing local programs.
38. Provide lists of prospective teachers to local administrators.
43. Provide assistance to local programs for utilizing placement and follow-up information.

Of the 47 tasks, 9 were ranked by the total populations indicating the extent of performance exceeds the desirability of performance by the district supervisor.

A summary of the differences between desirability of performance and extent of performance by sub-populations (Table X) indicates desirability

TABLE X

SUMMARY TABLE OF DIFFERENCE BETWEEN DESIRABILITY AND
EXTENT OF PERFORMANCE BY TOTAL POPULATIONS

Question	Area School Administrators	Area School Teachers	High School Administrators	High School Teachers
Assess equipment and facilities in terms of safety and suitability for purpose.	+*	+	-*	+
Assist the local education agency in purchasing equipment.	+	+	0*	+
Assist in planning local facilities.	+	+	-	+
Maintain a pool of equipment for use at the local level.	+	+	+	+
Conduct in-service programs on the proper use and maintenance of equipment and facilities.	+	+	+	+
Conduct in-service programs for teachers.	+	+	+	+
Assist teachers in instructional development.	+	+	-	+
Conduct workshops on teaching methods and techniques.	+	+	+	+
Assist teachers in realizing and maintaining minimum professional qualification.	+	+	-	-
Plan, conduct, approve professional improvement (PI) meetings.	+	-	-	-
Encourage and assist teachers in upgrading skills and competencies in instructional areas.	+	+	+	+

TABLE X (Continued)

Question	Area School Administrators	Area School Teachers	High School Administrators	High School Teachers
Recommend the certification and/or recertification of teachers according to a minimum set of standards	-	+	-	-
Encourage membership and active participation in professional organizations.	-	-	-	-
Assist in workshops related to the use of state curriculum.	+	+	-	+
Visit administrators and instructors to discuss curriculum needs.	+	+	-	+
Assist instructors in development of instructional materials.	+	+	-	+
Provide public relations services from the state level.	+	+	-	+
Attend banquets, advisory-committee meetings, vocational-week activities, etc. when requested.	+	+	-	+
Provide news releases for use at the local level.	+	+	+	+
Advise the legislature as to conditions and needs of the schools.	-	+	-	+
Determine optimum enrollment levels of each program area.	-	+	-	+
Evaluate local departments to determine if state and local goals are being met.	+	+	-	-

TABLE X (Continued)

Question	Area School Administrators	Area School Teachers	High School Administrators	High School Teachers
Assist teachers in developing effective techniques of self-evaluation.	+	+	-	+
Certify programs according to minimum set of standards.	-	+	-	+
Promote cooperation between instructors and administrators at the local level.	+	+	-	+
Evaluate local vocational programs in terms of state standards and requirements.	-	+	-	-
Inform administrators and instructors of minimum state standards for equipment and facilities.	+	+	-	+
Assist administrators and instructors in organizing and utilizing advisory committees.	+	+	-	+
Provide technical assistance in the development of local advisory committees.	+	+	-	+
Meet, upon request, with local advisory committees.	+	+	+	+
Provide technical assistance to local instructors and administrators in planning and implementing local programs.	+	+	-	+
Assist administrators in planning programs for special-needs students.	+	+	-	+

TABLE X (Continued)

Question	Area School Administrators	Area School Teachers	High School Administrators	High School Teachers
Assist in the recruiting and screening of prospective teachers.	-	+	-	+
Assist administrators and instructors in setting priority needs of equipment and supplies.	-	+	-	+
Coordinate local, district, and statewide student-organization activities.	+	-	-	-
Assist the local program with student-organization activities.	+	+	-	+
Conduct workshops relating to student-organization activities.	+	+	-	+
Provide lists of prospective teachers to local administrators.	+	+	+	-
Help local education agency assess teacher performance.	+	+	-	+
Use evaluations in assisting teachers for improving their performance.	+	+	-	+
Supply employment data to local programs.	+	+	-	+
Review placement and follow-up records of each program for program improvement.	+	+	-	-
Provide assistance to local programs for utilizing placement and follow-up information.	+	+	-	+

TABLE X (Continued)

Question	Area School Administrators	Area School Teachers	High School Administrators	High School Teachers
Communicate state-level policy to local teachers and administrators.	+	+	-	+
Make recommendations concerning the addition and/or deletion of programs from the local curriculum.	+	+	-	+
Advise local administrators about policies and procedures for approving new programs.	+	+	-	+
Represent the state department as a liaison person with administrators.	-	+	-	+

0 - Agreement between desire and extent

+ - Indicates the respondents desire more performance than they are receiving.

- - Indicates the respondents desire less performance than they are receiving.

of performance higher than extent of performance with the exception of high school administrators who desired less performance. The sub-populations were in agreement on the following tasks indicating they desire more performance by the district supervisor:

4. Maintain a pool of equipment for use at the local level.
5. Conduct in-service programs on the proper use and maintenance of equipment and facilities.
6. Conduct in-service programs for teachers.
8. Conduct workshops on teaching methods and techniques.
11. Encourage and assist teachers in upgrading skills and competencies in instructional areas.
19. Provide news releases for use at the local level.
30. Meet, upon request, with local advisory committees.

The total sub-populations were in agreement indicating the extent of performance exceeds the desirability of performance on the following task:

13. Encourage membership and active participation in professional organizations.

Table XI indicates the ranking of the 12 specific tasks by sub-populations for the desirability of performance by the district supervisor.

Included in the instrument was a list of 12 priority tasks of the district supervisor. Each respondent was asked to rank each task area by assigning the most desirable task a rank of one. All responses were tabulated and a ranking of mean scores was used to rank the order of each sub-population (Table XI). Total mean scores were then computed to determine the rank of priority tasks for the total population (Table XII).

TABLE XI
RANK OF PRIORITY TASKS BY SUB-POPULATIONS

Task Area	Area School Administrators	Area School Teachers	High School Administrators	High School Teachers
Facilities and Equipment	4	1	3	1
Instructional Improvement	1	2	1	2
Professional Development	3	4	4	3
Curriculum Development	2	3	2	4
Public Relations	7	5	8	5
Evaluation	6	7	6	7
Advisory Committees	10.5	10	12	11
Planning	5	6	5	6
Student Organizations	8	12	11	12
Teacher Assessment	10.5	9	9	8
Student Placement and Follow-up	12	11	10	10
Coordination	9	8	7	9

TABLE XII
RANK OF PRIORITY TASKS FOR TOTAL POPULATIONS

Task Area	Mean Rank	Rank Order
Facilities & Equipment	3.10	1
Instructional Improvement	3.39	2
Curriculum Development	3.92	3
Professional Development	4.26	4
Public Relations	5.54	5
Planning	5.92	6
Evaluation	6.50	7
Coordination	6.98	8
Teacher Assessment	7.06	9
Advisory Committees	7.70	10
Student Placement and Follow-up	7.83	11
Student Organizations	8.16	12

A review of Table XI, which presents the rank of priority tasks by sub-populations, indicates that there was general agreement among sub-populations as to the priority task areas of the district supervisor. In comparison among sub-populations, administrators and teachers ranked facilities and equipment, instructional improvement, professional development, and curriculum development as high priority tasks of the district supervisor.

In the area of public relations, teachers felt the district supervisor should have a higher priority than did the administrators. Administrators placed a higher priority on evaluation than the instructors. It would appear that the total populations rated advisory committees a low priority with the high school administrators rating advisory committees as the lowest priority of the district supervisor.

Planning was rated as a high priority task for the district supervisor with the administrators in agreement and the teachers in agreement, although the teachers ranked planning one priority task lower. The total populations ranked student organizations as a low priority with teachers ranking student organizations as the lowest priority of the district supervisor.

Teacher assessment was ranked a low priority with the high school teachers ranking it higher, the high school administrators and area school teachers in agreement one rank lower, while the area school administrators ranked teacher assessment 1.5 rank lower.

In the area of student placement and follow-up, high school administrators and high school teachers were in agreement with a low priority with the area school teachers and area school administrators ranking the task one and two ranks lower.

The total populations ranked coordination a low priority task of the district supervisor with the high school administrators ranking it highest, the area school teachers ranking it one rank lower, and the high school teachers and area school administrators in agreement ranking it one rank lower.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The quality of vocational education in Oklahoma and other states is very much dependent upon the leadership provided through the State Department of Vocational and Technical Education. In most cases the district supervisor is the major link between local vocational educators and the state department.

This study was undertaken to define and describe the most desired role of the district supervisor of trade and industrial education in Oklahoma as perceived by trade and industrial education teachers and administrators of trade and industrial education programs in Oklahoma.

The primary purpose of this research was to provide the district supervisors with information which could be used to help them provide the most desired services to the local programs and to improve their supervisory tasks.

Specifically, respondents were asked to indicate their perceptions of the desirability of tasks performed by the district supervisor during the 1980-81 school year as compared to the extent to which the district supervisor performed each task.

This study was designed to answer the following questions:

1. What difference, if any, exists between administrators' and

teachers' perceived role of the district supervisor of trade and industrial education?

2. What difference, if any, exists between the desirability of performance and the extent of performance by the district supervisor of trade and industrial education?

3. What difference, if any, exists among the group's ranking of 12 priority tasks of the district supervisor of trade and industrial education?

A questionnaire was developed which contained 47 specific tasks that might be performed by a district supervisor of trade and industrial education. The questionnaire also included a list of 12 priority tasks which are performed by the district supervisor of trade and industrial education.

The populations used were the administrators and teachers of trade and industrial education programs in comprehensive high schools, and administrators and teachers of trade and industrial education programs in area vocational technical schools in Oklahoma. The questionnaire, containing 47 specific tasks pertaining to the role of the district supervisor and 12 priority tasks of the district supervisor of trade and industrial education, was mailed to the respondents. A second mailing resulted in a 65.5 percent return from the administrators and a 59.0 percent return from the teachers, which were considered for the analysis in the study.

The analysis included determining the frequency counts of responses for all items. In addition, mean scores and rank were determined for each item.

Limitations of the Study

The results of this study are limited by the fact that less than 100 percent of the participants in the population returned the questionnaire; therefore, fewer responses than desired were given for reaching conclusions in the study (Table XIII, Appendix B).

Findings and Conclusions

Research questions were formulated to provide a systematic investigation into determining the role of the trade and industrial education supervisor in Oklahoma. The following findings and conclusions are based on the results of this study and are organized around these questions.

Question 1. What difference, if any, exists between administrators' and teachers' perceived role of the district supervisor?

Based on an analysis of the data obtained when the questionnaires were returned by administrators and teachers of trade and industrial education programs, it can be concluded that there is indeed a difference in the manner administrators and teachers perceive the role of the trade and industrial education supervisor in Oklahoma. Specifically, the following findings resulted from the study. Teachers and administrators would like the district supervisor to place more emphasis upon the following tasks:

1. Maintain a pool of equipment for use at the local level.
2. Conduct in-service programs on the proper use and maintenance of equipment and facilities.
3. Conduct in-service programs for teachers.
4. Conduct workshops on teaching methods and techniques.

5. Encourage and assist teachers in upgrading skills and competencies in instructional areas.
6. Provide news releases for use at the local level.

Area school administrators, area school teachers, and high school teachers would like the district supervisor to place more emphasis upon the following tasks:

1. Assess equipment and facilities in terms of safety and suitability of purpose.
2. Assist the local education agency in purchasing equipment.
3. Assist in planning local facilities.
4. Assist teachers in instructional development.
5. Assist in workshops related to the use of state curriculum.
6. Assist instructors in development of instructional materials.
7. Provide public relations services from the state level.
8. Attend banquets, advisory-committee meetings, vocational-week activities, etc. when requested.
9. Assist teachers in developing effective techniques of self-evaluation.
10. Promote cooperation between instructors and administrators at the local level.
11. Inform administrators and instructors of minimum state standards for equipment and facilities.
12. Assist administrators and instructors in organizing and utilizing advisory committees.
13. Provide technical assistance in the development of local advisory committees.

14. Provide technical assistance to local instructors and administrators in planning and implementing local programs.
15. Assist administrators in planning programs for special-needs students.
16. Assist the local program with student-organization activities.
17. Conduct workshops relating to student-organization activities.
18. Help local education agency access teacher performance.
19. Use evaluations in assisting teachers for improving their performance.
20. Supply employment data to local programs.
21. Review placement and follow-up records of each program for program improvement.
22. Provide assistance to local programs for utilizing placement and follow-up information.
23. Communicate state-level policy to local teachers and administrators.
24. Make recommendations concerning the addition and/or deletion of programs from the local curriculum.
25. Advise local administrators about policies and procedures for approving new programs.

It can be concluded from this study that area school administrators, area school teachers, and high school teachers desire increased emphasis on many tasks already performed by the district supervisor. On a small number of the items, the overall mean difference between desirability of performance and extent of performance was lower, which meant that there was a need for less service in these areas. The high school administra-

tors indicated that 38 of the 47 tasks were being performed at a greater extent than desired.

Question 2. What difference, if any, exists between the tasks the district supervisors actually perform and those which they should perform?

A comparison was made to determine if there was a difference in the manner in which the administrators and teachers responded to the list of 12 priority tasks listed on the questionnaire. It was concluded that these tasks are perceived differently by the four groups.

1. Teachers desire more help in the area of facilities and equipment than do administrators.
2. Administrators rate the need for instructional improvement higher than teachers.
3. Area school administrators and high school teachers desire more professional improvement for teachers than the other groups.
4. Administrators are more likely to desire curriculum development than teachers.
5. Administrators rate the need to promote public relations higher than teachers.
6. Administrators believe there is a greater need for evaluation than do teachers.
7. Teachers are more likely to desire help with advisory committees than administrators.
8. Teachers are less inclined to desire planning from the district supervisor than do administrators.
9. Administrators believe there is a greater need for assistance

by the district supervisor in assisting with student organization than did administrators.

10. High school teachers feel that teacher assessment was a higher priority than the rest of the group.
11. High school administrators and high school teachers generally desire more performance by the district supervisor in the area of student placement and follow-up than did area school administrators and area school teachers.
12. Area school teachers and high school administrators rate the desirability of performance in the area of coordination higher than did area school administrators and high school teachers.

It was the finding of this study that there were differences among the groups considered in this study. Area school teachers differed with all three of the other groups and the high school administrators differed with all three of the other groups.

Recommendations

After considering the conclusions and results of the study, the following recommendations are proposed:

1. Due to the overall tendency by high school administrators to rate a lower degree for desirability of performance by the district supervisor of trade and industrial education, it is recommended that a better communication link be established between high school administrators and the State Department of Vocational Technical Education.
2. Because of the lower responses by high school administrators, it is recommended that the district supervisor place greater emphasis on consultation with the high school administrators.

3. Due to the constant changes in high school administrators, it is recommended that the State Department conduct in-service workshops each year for high school administrators to explain the State Department's goals, objectives, and philosophies.

4. In view of the following tasks that the total group indicated more desirability of performance by the district supervisor, it is recommended that more emphasis by the district supervisor be placed upon the following areas:

- a. Maintain a pool of equipment for use at the local level.
- b. Conduct in-service programs on the proper use and maintenance of equipment and facilities.
- c. Conduct workshops on teaching methods and techniques.
- d. Provide news releases for use at the local level.
- e. Meet upon request with local advisory committees.

5. In view of the large number of individuals to whom the district supervisor must provide services, it is recommended that a study be conducted to determine the optimum district supervisor-supervisee ratio.

6. Since trade and industrial education is only one of several services within the State Department that is served by district supervisors, it is recommended that similar studies be conducted in the other service areas to determine whether or not supervisory needs differ across service areas.

7. It is recommended that additional research be conducted to identify variables which might be related to a respondent's perception of the district supervisor's most important and most frequently performed tasks.

8. In view of the high school administrators indicating a lower degree of desirability of performance by the district supervisor, it is recommended that the regional administrators place more emphasis on communicating with the high school administrators.

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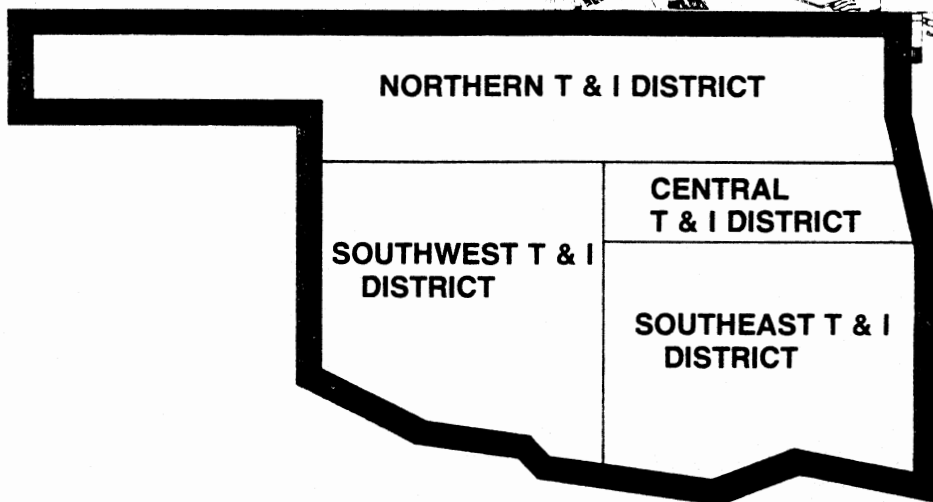
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APPENDIX A

QUESTIONNAIRE

Role of The Trade and Industrial Education Supervisor in Oklahoma



TRADE AND INDUSTRIAL EDUCATION SUPERVISORY DISTRICTS

This instrument is designed to determine the role(s) of the Oklahoma State Department of Vocational-Technical Education Trade and Industrial Supervisor as perceived by teachers and administrators. It is planned that this study will help the state department in planning for the services to be provided in the future. Please indicate (✓) Position or Title.

- | | |
|--|--|
| <p><i>Area School</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Superintendent <input type="checkbox"/> Assistant Superintendent <input type="checkbox"/> Principal <input type="checkbox"/> Teacher | <p><i>Comprehensive High School</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Superintendent <input type="checkbox"/> Assistant Superintendent <input type="checkbox"/> Principal <input type="checkbox"/> Teacher |
|--|--|

Role of The Trade and Industrial Education Supervisor in Oklahoma

Listed below are broad tasks which involve the role of trade and industrial vocational education district supervisors to local education agencies. All of the tasks listed below are essential to any local educational agency. The purpose of this study is to determine the perceived role and the most desirable tasks of the trade and industrial education supervisor.

COLUMN I

Please indicate (✓) the extent to which you desire that this task be performed by a trade and industrial education district supervisor.

COLUMN II

To the best of your knowledge, indicate (✓) the extent to which the district supervisor performed each task during the last school year.

COLUMN I			COLUMN II		
<i>Desirability of performance by District Supervisor</i>			<i>Indicate to the best of your knowledge, the extent to which the District Supervisor performed each task during the last school year.</i>		
TASK					
Highly Desirable	Desirable	Not Desirable	Often	Seldom	Never
1. / / /	/ / /	/ / /	/ / /	/ / /	/ / /
2. / ✓ / /	/ / /	/ / /	/ ✓ / /	/ / /	/ / ✓ /
3. / / / /	/ ✓ / /	/ / /	/ / / /	/ ✓ / /	/ / / /
1. Conduct in-service training programs for teachers. 2. Assist teachers in instructional development. 3. Conduct workshops on teaching methods and techniques.					

COLUMN I			COLUMN II		
<i>Desirability of performance by District Supervisor</i>			<i>Indicate to the best of your knowledge, the extent to which the District Supervisor performed each task during the last school year.</i>		
TASK					
Highly Desirable	Desirable	Not Desirable	Often	Seldom	Never
1. / / / /	/ / / /	/ / / /	/ / / /	/ / / /	/ / / /
2. / / / /	/ / / /	/ / / /	/ / / /	/ / / /	/ / / /
3. / / / /	/ / / /	/ / / /	/ / / /	/ / / /	/ / / /
4. / / / /	/ / / /	/ / / /	/ / / /	/ / / /	/ / / /
5. / / / /	/ / / /	/ / / /	/ / / /	/ / / /	/ / / /
6. / / / /	/ / / /	/ / / /	/ / / /	/ / / /	/ / / /
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1. Assess equipment and facilities in terms of safety and suitability for purpose. 2. Assist the local education agency in purchasing equipment. 3. Assist in planning local facilities. 4. Maintain a pool of equipment for use at the local level. 5. Conduct in-service programs on the proper use and maintenance of equipment and facilities. 6. Conduct in-service programs for teachers. 7. Assist teachers in instructional development. 8. Conduct workshops on teaching methods and techniques. 9. Assist teachers in realizing and maintaining minimum professional qualification. 10. Plan, conduct, approve professional improvement (PI) meetings. 11. Encourage and assist teachers in upgrading skills and competencies in instructional areas. 12. Recommend the certification and/or recertification of teachers according to a minimum set of standards.					

Listed below are the 12 tasks which were included in this instrument. Assign a rank to each task area. Assign a rank of 1 to the task area that should be of highest priority to Trade and Industrial Education District Supervisors. Rank any additional task that you feel should be a priority.

TASK	RANK OF TASK
Facilities and Equipment -----	_____
Instructional Improvement -----	_____
Professional Development -----	_____
Curriculum Development -----	_____
Public Relations -----	_____
Evaluation -----	_____
Advisory Committees -----	_____
Planning -----	_____
Student Organizations -----	_____
Teacher Assessment -----	_____
Student Placement and Follow-Up -----	_____
Coordination -----	_____
Other -----	_____
Other -----	_____
Other -----	_____
Other -----	_____

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APPENDIX B
POPULATION RESPONSES

TABLE XIII
 POPULATION RESPONSES TO QUESTIONNAIRE
 BY SUB-POPULATIONS

	Area School Superintendents	Assistant Area School Superintendents	High School Superintendents	Area School Teachers	High School Teachers
Number of Questionnaires Mailed	21	49	81	375	167
Number of Questionnaires Returned	15	37	47	231	89
Percent of Questionnaires Returned	71	75	58	61	53
Total Percent Returned		65.5		59.0	

APPENDIX C

COVER LETTERS



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

M E M O R A N D U M

DATE: March 30, 1981

TO: Trade & Industrial Teachers and Administrators

FROM: Leonard Cokeley, District Supervisor, Trade & Industrial Education

SUBJECT: Enclosed Research Study

The Trade and Industrial Education division is interested in improving its services to you and your Trade and Industrial Education program. You are being asked to help by joining other Trade and Industrial Education teachers and administrators, by responding to the enclosed questionnaire.

A code for identification and follow-up of non-respondents has been written on the upper left corner of the questionnaire. Your responses will remain anonymous, and neither you nor your school will be identified in the project.

Will you please take a few minutes of your time and complete the self-addressed and stamped questionnaire, and return it by April 15, 1982?

Your assistance will be deeply appreciated.

LRC/dlw
Enclosure



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

M E M O R A N D U M

DATE: March 30, 1981

TO: Selected Administrators and Teachers

FROM: Roy E. Ayres, State Supervisor, Trade and Industrial Education

SUBJECT: Enclosed Research Study

The challenges of administering vocational education programs from the state level becomes increasingly larger each year. To help us in meeting these challenges, we solicit your assistance by responding to the enclosed questionnaire, which is a part of a research study being conducted by the School of Occupational and Adult Education at Oklahoma State University, through Mr. Leonard Cokeley, of our staff.

This is your opportunity to tell us how we have done in the past, plus state the functions you feel we should maintain in the future. It is our sincere belief that the information gained from this study will help the State Department in planning to meet your needs, and to help us in staff planning and utilization.

Thank you for your assistance.

IJA/dlw
Enclosure

APPENDIX D

FOLLOW-UP LETTER



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

April 28, 1981

Dear Educator:

We recently mailed out a questionnaire concerning the role of the Trade and Industrial Education Supervisor in Oklahoma. Although the overall response has been good, we notice that you have not returned your questionnaire.

We believe that this study can be very beneficial to the State Department in planning for the services to be provided in the future.

Please take a few minutes of valuable time to complete and return the questionnaire. Your immediate response will be greatly appreciated. If your response is in the mail, please accept our thanks.

Sincerely yours,

Leonard R. Cokeley, District Supervisor
Trade and Industrial Education

LRC/dlw

VITA

Leonard Ray Cokeley

Candidate for the Degree of

Doctor of Education

Thesis: ROLE OF THE TRADE AND INDUSTRIAL EDUCATION SUPERVISOR IN
OKLAHOMA

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born at Enid, Oklahoma, July 1, 1932, the son of
Lewis and Nellie Cokeley.

Education: Graduated from Enid High School, Enid, Oklahoma, in
May, 1950; received the Bachelor of Science degree from
Oklahoma State University in 1970, with a major in Trade and
Industrial Education; received a Master of Science degree from
Oklahoma State University in 1973, with a major in Trade and
Industrial Education; completed the requirements for the Doctor
of Education degree at Oklahoma State University in December,
1981.

Professional Experience: Employed at O.T. Autry Area Vocational
Technical School at Enid, Oklahoma, from August, 1967 to June,
1969, as the refrigeration and air conditioning teacher; employ-
ed at Indian Capital Area Vocational Technical School, Muskogee,
Oklahoma as the refrigeration and air conditioning instructor
from August, 1969, to June, 1971; employed as the refrigeration
and air conditioning instructor at O.T. Autry Area Vocational
School, Enid, Oklahoma from August, 1971, to June, 1973. Employ-
ed as District Supervisor of Trade and Industrial Education,
Oklahoma State Department of Vocational Technical Education;
Stillwater, Oklahoma, June, 1973 to present.

Professional Organizations: Oklahoma Vocational Association,
American Vocational Association, National Association for Trade
and Industrial Instructors, Vocational Industrial Clubs of
America, National Association of State Supervisors of Trade
and Industrial Education.