

A SURVEY OF SELECTED FACTORS INFLUENCING THE
SELECTION OF POST-GRADUATE PROGRAMS IN
INDUSTRIAL ARTS EDUCATION
IN OKLAHOMA

By

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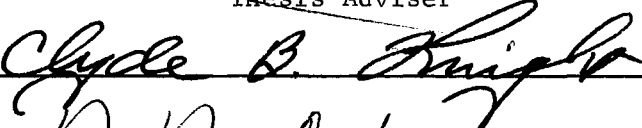
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Thesis Approved:



Thesis Adviser





Dean of the Graduate College

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CHAPTER I

INTRODUCTION

Oklahoma is fortunate in that large numbers of Oklahoma public school teachers continue their education beyond the baccalaureate degree. Of the 30,289, 27 percent hold masters degrees.¹ Industrial arts teachers form a proportional share of this group.

Working through the seven colleges and two universities in the state that offer masters degree programs in industrial arts, Oklahoma's 657 industrial arts teachers hold a total of 250 masters degrees, or 38 percent of the total group hold masters degrees.² Their purposes in obtaining higher degrees are varied. Some are seeking salary increases, others supervisory positions, while others may be preparing for positions in colleges and universities. Their purpose might be for professional development or any number of other goals.³ Regardless of their purpose, each has faced a similar decision: Which institution shall I attend?

The selection of a masters degree program in graduate college is a basic problem facing each of these people. Each must decide which institution he wishes to attend. This choice is based on many factors, many of which will be common to the entire group. The purpose of this study will be to survey these factors through masters degree students now enrolled in Oklahoma colleges and those who have completed masters degree programs and are currently teaching in Oklahoma. The intent of

the study will be to determine which factors are most influential in the choice of a graduate school for industrial arts education in Oklahoma's colleges and universities.

The Problem

The problem is: What factors are most influential in the selection of a masters degree program in industrial arts in Oklahoma? This study is concerned with those factors which seem most strongly affecting students selection of a program. These factors include: physical plant, faculty, proximity to home, location of undergraduate study, thesis or report requirement, friends attending the school, recruiting by the college, size of institution, presumed degree of difficulty of program, and graduate admission requirements.

Need for the Study

Graduate schools are now experiencing increased attendance. It has been predicted that between 1965 and 1980 student enrollment in graduate programs will triple with science, the interdisciplinary fields and education growing the fastest.⁴

In previous years, Oklahoma State University has received a proportionate share of masters degree students in industrial arts education. In recent years, however, the state colleges have far outstripped Oklahoma State University's ability to draw masters degree students in industrial arts education. Unless a detailed description of the source of this phenomena is compiled, analyzed and acted upon, the masters degree program for industrial arts at Oklahoma State University

will cease to exist as an effective element of the total masters degree program of study for industrial arts in Oklahoma.

FOOTNOTES

¹Oklahoma State Department of Education, Annual Statistical Report (Oklahoma City, 1971).

²Oklahoma State Department of Education, Industrial Arts Teachers in Oklahoma Computer Print-Out (Oklahoma City, 1971).

³Fredric W. Ness, ed., A Guide to Graduate Study, by American Council on Education (Washington, D. C., 1960), p. 32.

⁴Everett Walters, ed., Graduate Education Today, by American Council on Education (Washington, D. C., 1965), p. 224.

CHAPTER II

PREVIOUS RESEARCH

Relatively little research has been conducted concerning why students select one masters degree program over another. In reviewing the literature on this subject, a minimal amount of material was found pertinent to the study.

Fredric Ness¹ in 1960 edited a study by the American Council on Education in which he indicated that a high percentage of the graduate students surveyed in this study reported that geographical accessibility and financial advantages were among the predominant reasons for their choices of graduate programs. Ness² further stated that the location of the graduate school was another common consideration. Nearness to home, nearness to an area where a student may find employment--or is now employed--were important considerations to the student with limited means.

Ness reported that one student replied on his questionnaire that (he) "had found such satisfaction in his undergraduate experience that he remained for his graduate study."³

"The student who is entering graduate study at the same institution where he received his undergraduate degree finds the transition from undergraduate to graduate study relatively painless,"⁴ the student is familiar with the town, the campus and the faculty. He is not bothered by the confusion and dislocation of the first-time student.

Baird⁵ reports in "Big School, Small School" that in the environment of large institutions, as compared with smaller ones, there is little concern for the individual student, lack of involvement, little familiarity with faculty and greater competitiveness. Ness⁶ supports this view and notes that the impersonality which often develops at urban institutions tends to increase the apprehension felt by many new graduate students and that a warm and friendly reception when first coming to the campus is generally more characteristic of the small-town campus.

Facilities of a campus would seem to be a factor in the selection of a graduate school. Baird⁷ indicates that while large schools can concentrate resources and develop more impressive facilities than smaller schools, his results suggest that what is important is the use made of facilities, rather than their size or impressiveness and that small schools do seem to make more efficient use of their facilities.

Recruiting has become a way of life in colleges and universities. Danley⁸ notes that graduate schools are competing for graduate students as never before. Among the more common methods used, personal correspondence, personal meetings, and the sending out of graduate catalogues were noted as common. Extension courses and minimesters were also very effective, Danley noted, in attracting graduate students.

Gregg⁹ reports that the earlier the student first considered the possibility of attending graduate school, the higher the incidence of attendance in graduate schools. "Each graduating class of seniors will make the greatest demand on graduate schools the following September and decreasing demands each succeeding year."¹⁰

The Status of Research

The status of research in the masters degree program is in question today. Hovey¹¹ suggests that a review of the masters program is needed in institutions today. He states that professors and deans need to recognize that if their masters program is intended as a pre-doctoral enterprise, then one sort of program is called for; and if the degree is intended for something else, then another sort of program is more suitable. The North Central Accrediting Association supports this viewpoint.

The traditional departmental masters degree program is designed to produce the expert in a particular subject matter field. The degree ordinarily marks a step toward the doctor's degree, which with a few exceptions is earned on the basis of the completion of a program of research. The departmental masters degree has thus come to be a first research degree. Since, however, the purpose of graduate study is not to train experts in research but to contribute directly to effectiveness in teaching, the question may be raised as to whether research properly has a place in such a program at all.¹²

Hovey suggests that the masters thesis should be dropped from the masters program. He argues that the requirement demands too much time from both students and faculty. He notes that "The competent full-time candidate should be able to earn his M.A. within one year. The thesis needlessly prolongs his stay,"¹³

Tyler¹⁴ supports this view in part. His study among educators indicated that:

Practically all authorities concluded that research training was essential in advanced professional programs for teachers. The nature of research training recommended, however, would be to develop the 'consumer' of research rather than to develop the research specialist.

Tyler's findings were corroborated by the graduates of masters degree programs polled. He reports that graduates favored "consumer" type research over "original" or highly technical forms of research.¹⁵

Ciancone¹⁶ concluded that "The graduates have favored the objectives designed to increase their competence in teaching--the master-teacher aims." Among the objectives polled, those considered unimportant were: "(1) Use and application of the methods of research; and (2) Knowledge of the professional literature in the field." Ciancone recommended that the graduate masters degree curriculum be a place where teaching proficiencies are extended or expanded.

Gavin¹⁷ reports that three fourths of all who participated in his study "highly recommended" the development of teaching proficiency in industrial arts as the ultimate goal of the masters degree in industrial arts education. Gavin concluded from his study:

- (1) The major emphasis of the masters degree program should be the development of teaching proficiency in the area of industrial arts education, and in professional education.
- (2) The portion devoted to industrial arts study should include the areas of industrial arts professional education and technical skill courses.
- (3) While the completion of the formal research project such as the thesis was not strongly supported, it would appear that the graduate student should have some experience in research, possibly by completing a research project of a lesser degree for appropriate credit.¹⁸

Gaskill supports the position that there is still a place for research in the masters degree. He states:

We must devise some way of making thesis writing more attractive to those students who have the ability to do original research and creative writing. We believe that many of our graduate students who are well qualified to do this kind of work are avoiding it, perhaps because the maximum credit of six hours offered for the thesis is not sufficient incentive.¹⁹

Hovey concludes his study by noting,

The majority of our first year students do not want and do not need a plunge into abstruse and esoteric ways of scholarship. Aside from prestige and the dollar value of a graduate degree, what most of our students want and need is a broader acquaintance with and a deeper understanding of their subject, a filling-out of gaps in their basic knowledge, guidance in their plan of reading, further training in the arts of reading and writing, stimulation from sane and lively teachers and discipline toward more clear headedness and sensitivity
²⁰

Summary of Review of Literature

The literature reviewed by the author seemed to suggest that certain factors would be most influential in the selection of a masters degree program in industrial arts. Among the factors mentioned were the location of undergraduate education, faculty, physical plant, proximity to home, recruitment by institutions, and report or thesis requirements. The author decided that these factors should form the basis for this study.

The role of research in the masters degree program in industrial arts is unclear with little agreement among those authors reviewed. However, the authors reviewed seem to suggest that we must modify or abolish research on the masters degree level. The primary criterion upon which most authors agree is the use to which the degree is to be used. If the degree is a stepping stone to higher degrees there is little disagreement that research would be beneficial. However, if the degree is to be terminal then some other type of research should be included or research dropped altogether in favor of the more liberal master-teacher skills.

Only one thing seems clear from the literature reviewed. There is

little agreement as to what role research should play in the masters degree program, and that there is little likelihood that the controversy will soon be settled among educators,

FOOTNOTES

¹Fredric W. Ness, ed., A Guide to Graduate Study, by American Council on Education (Washington, D. C., 1960), p. 26.

²Ness, p. 30.

³Ness, p. 31.

⁴Ness, p. 45.

⁵Leonard L. Baird, "Big School, Small School," Educational Psychology (August, 1969), p. 259.

⁶Ness, p. 30.

⁷Baird, p. 259.

⁸Cr. James Danley, Personal Interview (East Central State College, July 19, 1972).

⁹Charles M. Gregg, ed., Recruitment to Graduate Study, by Southern Regional Educational Board (Atlanta, Georgia, 1965), p. 40.

¹⁰Gregg, p. 37.

¹¹Richard B. Hovey, "Graduate Students: New Style," Journal of Higher Education (November, 1964), p. 447.

¹²North Central Association Quarterly, XXXI (April, 1956), p. 33.

¹³Hovey, p. 449.

¹⁴Robert Tyler, "A Survey of the Opinions of Fifth-Year Graduate Regarding What Should Constitute the Program for the Course Introduction to Advanced Professional Study in State Colleges of Oklahoma" (unpub. Ed.D. dissertation, Oklahoma State University, 1958), p. 27.

¹⁵Tyler, p. 38.

¹⁶Elmer S. Ciancone, "A Comparative Analysis of Industrial Arts Teacher Education Masters Degree Programs," Teachers College Journal (March, 1963), p. 157

¹⁷Gordon Gavin, "Masters Programs for Teacher Educators," Journal of Industrial Arts Education (January, 1970), p. 26.

¹⁸Gavin, p. 27.

¹⁹A. R. Gaskill, "We Now Offer the Masters Degree," Teachers College Journal (October, 1956), p. 7.

²⁰Hovey, p. 448.

CHAPTER III

METHOD OF RESEARCH

Implications

It is felt by the author that Oklahoma State University's department of industrial arts education is not completely fulfilling its total role in the educational program for industrial arts education in Oklahoma. The fact that any one of the state colleges who offers industrial arts at the masters degree level has more students enrolled in its programs seems to indicate that this study should be undertaken. It is hoped that the results of this investigation will enable Oklahoma's industrial arts educators, and particularly Oklahoma State University's, in better serving their graduate students' needs.

Methods

Names of 250 instructors of industrial arts in Oklahoma who had completed their masters degree were obtained from a computer print-out supplied by the Oklahoma State Department of Education. Current addresses for 170 of these instructors were obtained from the "Annual Directory of Industrial Arts Teachers, Trade and Industrial Teacher in Oklahoma for the School Year 1971-72."

A questionnaire was developed for the purpose of the survey. The questionnaire, along with a transmittal letter stating the purposes of

the study and a self-addressed envelope, was mailed out to the survey group.

After a period of three weeks, a follow-up letter was sent to those not responding to the questionnaire in order to obtain a substantial return. Another copy of the questionnaire and another self-addressed stamped envelope were included in this mailing. Responses to the items of the questionnaire were tabulated and analyzed. It was felt by the investigator those who had held the masters degree over ten years could not give realistic responses and ten (10) respondents were thus eliminated from the study. One hundred and twelve or 65 percent of the population returned usable data.

Limitations

In making this survey, several limiting factors seemed apparent. These limiting factors are listed below.

1. The amount of elapsed time since the masters degree was granted will affect the answers given.
2. The limited amount of time available for the study may be a limiting factor.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The following tables, analysis and comments constitute the presentation of the data secured in the course of this study. The sample for this study consisted of 112 Oklahoma Industrial Arts teachers who currently hold a masters degree in Industrial Arts education. Information was secured by mailed questionnaires and the data collected has been tabulated and analyzed in this chapter. Since the names of individual teachers and institutions were determined to be of little value to the study, all responses were classified and reported by groups. Differences existing in total number of responses used in this report are due to no response given by correspondents to some items.

Table I presents a distribution of the respondents' current employment positions. It was found that 86 percent of the respondents were currently performing as classroom teachers. Thirteen percent were serving in supervisory positions either as departmental supervisors or as principals. The remaining one percent represents one respondent who reported he was currently working as a counselor.

A possible explanation for the preponderance of classroom teachers in this group would seem to be the incentive of extra pay for masters degrees. This explanation would seem to be valid in light of the fact that only fourteen percent of the respondents fell into a non-teaching category and on only one response were any degrees listed beyond the

masters.

TABLE I
PRESENT POSITION HELD BY RESPONDENTS

Title	Total Response	Percentage of Response*
Instructor	73	86
Supervisor	11	13
Counselors	1	1

*All percentages rounded off to nearest number

Table II presents the frequency of change from the undergraduate institution to a different graduate institution. It was found in sixty percent of the responses that the masters candidate selected the same institution for his graduate study as he had attended for undergraduate study. In forty percent of the responses the masters candidate selected a different institution for masters study. These results would seem to indicate that there is a strong tendency to stay in a familiar institution for graduate study. It should be further noted that distances involved in reaching the undergraduate institution after a teacher has secured employment in distant areas would adversely affect the tendency to return to that institution in many instances.

Table III shows the total distance the group reported from their home to the masters degree institution they selected and the average distance for each individual. It was found that the group totaled 8,958

miles or approximately 81 miles each from their home to the school. It would seem reasonable from these figures to expect the highest participation in a graduate program from teachers within an approximately 80 mile radius of the institution. It would further seem reasonable to expect a higher percentage of participation inside the 80 mile radius and a steadily decreasing percentage outside the 80 mile radius. This would also seem to further support the findings expressed in Table II.

TABLE II

FREQUENCY OF CHANGE FROM ONE UNDERGRADUATE INSTITUTION
TO ANOTHER GRADUATE INSTITUTION

School Selected	Total Response	Percentage of Response
Same Institution	53	60
Different Institution	36	40
	Total 89	Total 100

TABLE III

DISTANCES IN MILES FROM HOME TO POSTGRADUATE INSTITUTION

	Total Miles for Group	Average Distance for Individuals
Distance From Home to School	8,958	81

Table IV reflects the conditions under which the masters degree candidate completed his degree program. Only six percent listed commuter as the method by which they earned their degree. Full-time students totaled ten percent of the group. Summer residence was listed at 48 percent and a combination of two or more of the others totaled 35 percent. Based upon these figures, we can logically expect almost one half (48 percent) of all masters degree students to be in summer residence. This would necessarily weaken distance as a factor in selecting a graduate school. The 35 percent who reported that they completed their program by a combination of methods did not list which methods they employed, but it seems reasonable to assume that it would be primarily commuter and summer. Based upon this supposition, it would seem that night classes and extension courses in industrial arts would be popular and attract many students to the programs.

TABLE IV
CONDITIONS UNDER WHICH THE MASTERS WAS COMPLETED

Status	Totals	Percentages
Commuter	7	6
Full-Time Student	11	10
Summer	54	48
Combination	40	35
	Total	Total
	112	99*

*Discrepancy exists because percentages were rounded-off to nearest percentage point.

Table V represents the response to the question, "Was a thesis or report required?" Sixty-three percent of those polled indicated that a thesis or report was required and 37 percent stated that no report or thesis was required.

TABLE V
 THESIS AND REPORT REQUIREMENTS

	YES	Percentage	NO	Percentage
Thesis or Report Required	69	63*	40	37*

* Corrected to nearest percentage point

Table VI reports the performance of a thesis or report by those responding "yes" on Table V. It was found that only 35 percent chose to write a thesis, but 65 percent selected to write a report. Thus it would appear that the report is the way most masters degree candidates chose to fulfill their requirements. The responses in no way sought to learn why they chose one method over the other but it would seem logical that since the report is generally deemed the easier of the two they were completing the requirement by the least difficult means.

Table VII represents the response to the questions; "Were you recruited by a member of the faculty of the graduate school you attended?" and "Were you contacted by the graduate school in any manner before you enrolled in a graduate college?"

TABLE VI
PERFORMANCE OF REPORT OR THESIS FOR A MASTERS DEGREE

Requirement	Response	Percentage
Report	49	65
Thesis	26	35
	Total 75	Total 100

TABLE VII
RECRUITING BY INSTITUTION OR FACULTY

	Contacted	Percentage	Not Contacted	Percentage
Contacted by Faculty	4	5*	84	95*
Contacted by Institution	9	10*	79	90*

* Corrected to nearest percentage point

The results of the survey indicated that in only five percent of the cases reported were the members of the group recruited by a faculty member of the graduate school. The group further responded that only ten percent of the group were contacted by the graduate institution in any manner. Of the nine people responding "yes" to both questions, five stated that they were personally contacted, three were contacted by mail and one contacted by telephone. In view of the responses, it would appear that neither the institutions nor the industrial arts departments

involved are actively recruiting prospective graduate students.

The results indicated by Table VIII show that seventy-three percent of those attending a graduate program had friends attending the graduate school before they enrolled. This would seem to support the position that familiarity with the institution and fellow students may be a significant factor in the selection of a graduate school.

TABLE VIII
FREQUENCY OF FRIENDS ATTENDING INSTITUTION BEFORE ENROLLMENT

	Responding Yes	Percentage	Responding No	Percentage
Frequency	63	73*	25	27*

* Corrected to nearest percentage point

Table IX measures the response to the question, "Would you have attended a school that required a thesis or report?" The response indicated that 89 percent of those questioned said they would attend a school that required a thesis or report. This represents an increase of 26 percent more students who would have been willing to enroll in a masters program with a thesis or report requirement than those who actually enrolled in such a program. This would seem to indicate that there is less resistance to thesis and report requirements (11 percent) than had been presumed at the beginning of this study.

TABLE IX

RESPONSE TO THE QUESTION "WOULD YOU HAVE ATTENDED A SCHOOL THAT REQUIRED A THESIS OR REPORT?"

	Yes	Percentage	No	Percentage
Response	76	89	9	11

Table X presents a distribution of the items A through K placed on a scale of 1 (most important) to 11 (least important). All items, with the exception of K, received fairly uniform responses. Items D, G, and I representing thesis or report requirements, friends attending the institution and size of institution respectively, received 100 percent response on the questionnaire. Items B and F, representing distance from home to institution and location of undergraduate study, placed second highest with a 98 percent response. Items A and E representing graduate entrance requirements and faculty respectively, placed third in totals with a 94 percent response. Items H, J, and C (representing recruitment by the college, presumed degree of difficulty, and physical facilities) scored 88, 86, and 82 percent respectively in response. The overall poorest response (34 percent) was item K or other.

Figure 1 illustrates the overall response for item A, graduate entrance requirement. The graph shows that the greatest percentage of response occurred in the 3 to 6 range on a one to eleven scale, with one (1) representing the most important value and eleven (11) the least important value. Using this criteria, it is noted that graduate entrance requirements scored highest in the mid-range of the scale

totaling 26 percent of the total responses at point five on the scale.

TABLE X

PERCENTAGE OF RESPONSE TO SELECTED FACTORS

Placement		Percentage of Response for Each Item										
		A	B	C	D	E	F	G	H	I	J	K
Most Important	1	4	26	10	2	30	12	4	2	4	0	4
	2	12	16	16	6	26	12	8	4	2	4	2
	3	16	16	14	4	14	20	2	0	6	6	0
	4	12	12	2	14	6	4	16	0	4	6	2
	5	26	4	10	14	0	6	4	2	8	14	0
	6	8	10	10	24	6	10	14	0	10	6	0
	7	8	2	10	16	2	8	14	6	20	12	0
	8	6	2	2	16	8	14	8	14	16	8	0
Least Important	9	8	2	6	0	0	6	14	14	18	14	0
	10	2	6	0	4	2	6	8	38	4	16	2
	11	2	2	2	0	0	0	8	8	8	0	24
Totals of Responses		94*	98*	82*	100*	94*	98*	100*	88*	100*	86*	34*

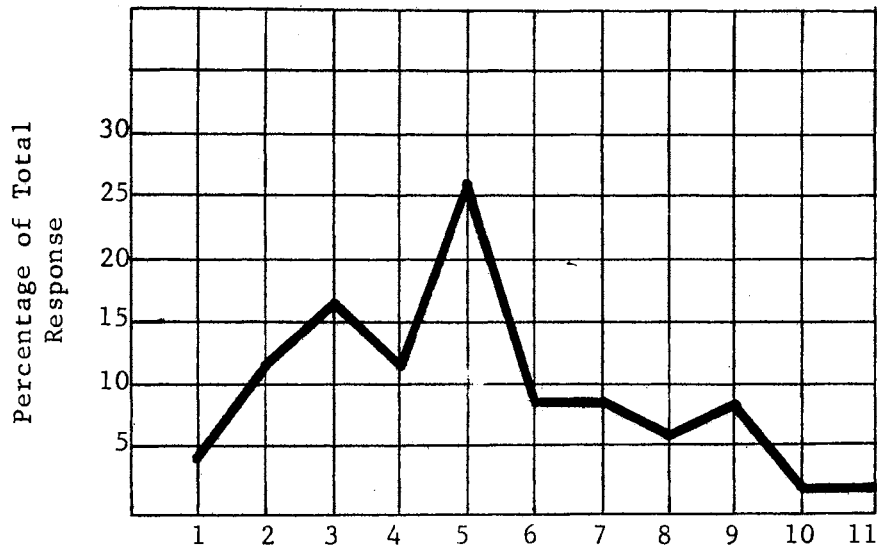


Figure 1. Item A: Graduate Entrance Requirements

The response to item B, distance from home to school, indicated in Figure 2 that the highest response was located in the high value range of one to five. The highest total percentage of response was 26 percent at point one on the scale.

Physical facilities scored highest in the one to three range of the scale as noted in Figure 3. The highest percentage of response occurred at point two on the scale and decreasing importance afterward.

Figure 4 depicts the response to item D, thesis or report requirements. Item D scored highest in the four to eight range of the scale with the highest percentage occurring at point six and decreasing toward both ends of the scale.

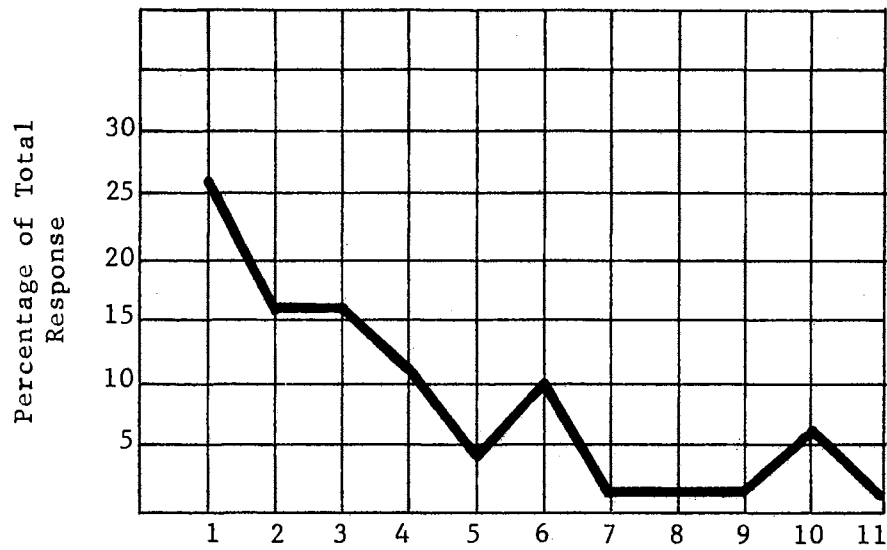


Figure 2. Item B: Distance From Home to School

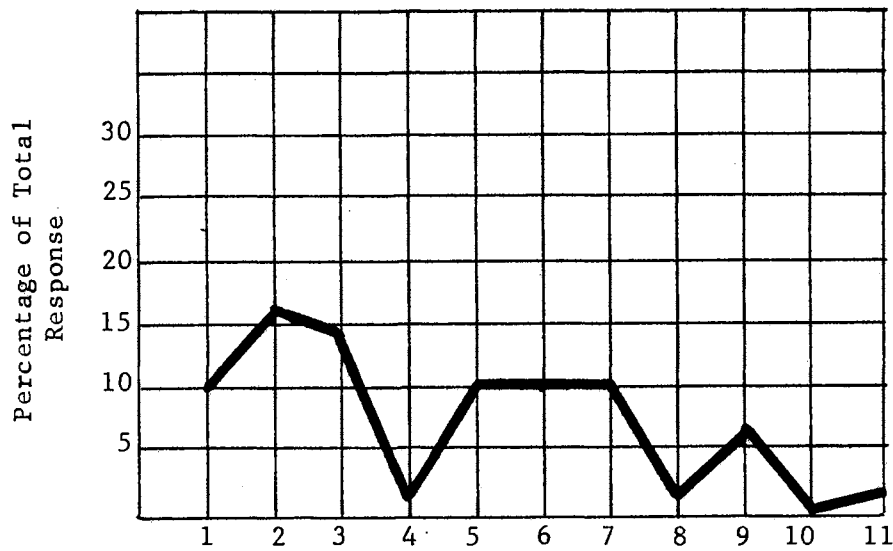


Figure 3. Item C: Physical Facilities

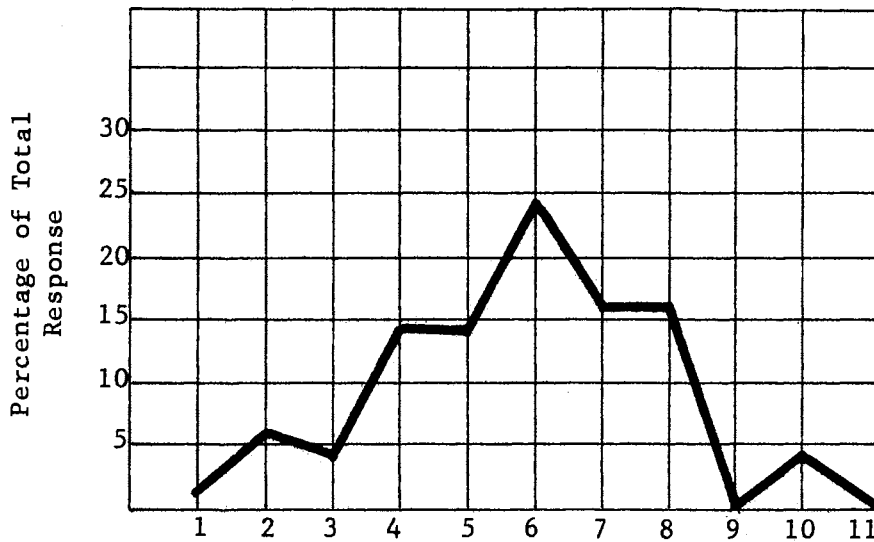


Figure 4. Item D: Thesis or Report Requirements

Figure 5 illustrates the response to item E (faculty). The percentage of response, 30 percent at point one, represents the largest response to that item. It tends to decrease towards the bottom of the scale at eleven. The highest area of response was located in the one to three range on the scale.

Item F, location of undergraduate study, is illustrated in Figure 6. The response to this item differed from all others in that two highs were noted at point three (20 percent) and point eight (14 percent). But the general tendency was toward a decreasing response from point three towards both ends of the scale.

Figure 7 illustrates item G, friends attending the institution. The response on this item remained generally uniform throughout the scale reaching only moderate highs (14 percent) between points six through nine, and moderate lows (averaging 5 percent) through points one to five.



Figure 5. Item E: Faculty

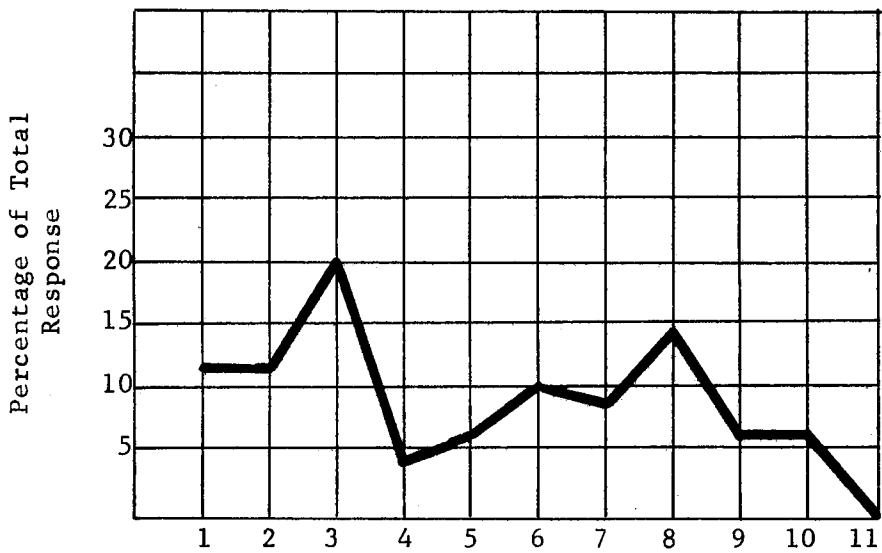


Figure 6. Item F: Location of Undergraduate Study

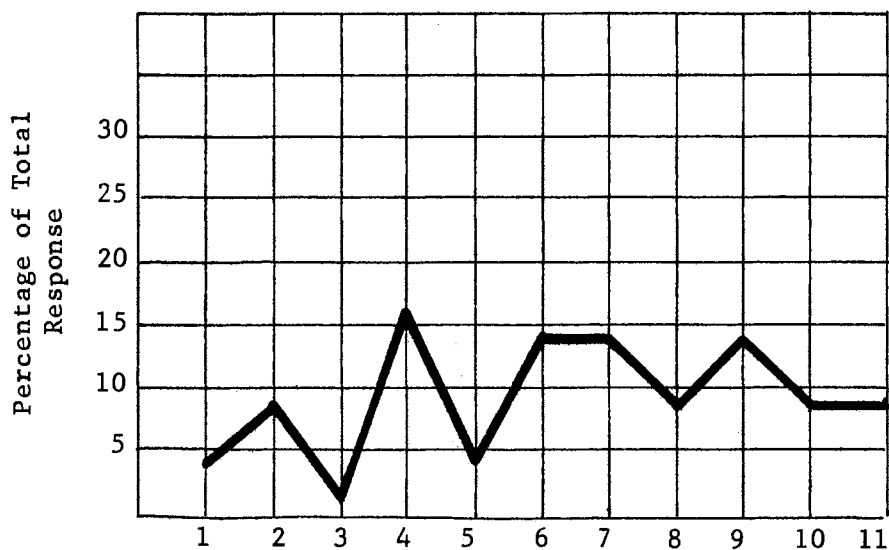


Figure 7. Item G: Friends Attending the Institution

Recruitment by the college received the poorest overall response as shown in Figure 8. The response was uniformly low through points one through six and increasingly higher thereafter with a high increase at point ten (38 percent) and a sharp decrease to point eleven. These figures indicate that recruitment played little part in determining choice of institution among the test group.

Figure 9 illustrates the response to item I, size of institution. Item I received the poorest response on the high end of the scale and higher responses on the low end of the scale. Highest responses occurred at points seven (20 percent) and nine (18 percent) and lowest responses at point one (4 percent) and two (2 percent) gradually increasing toward the highs.

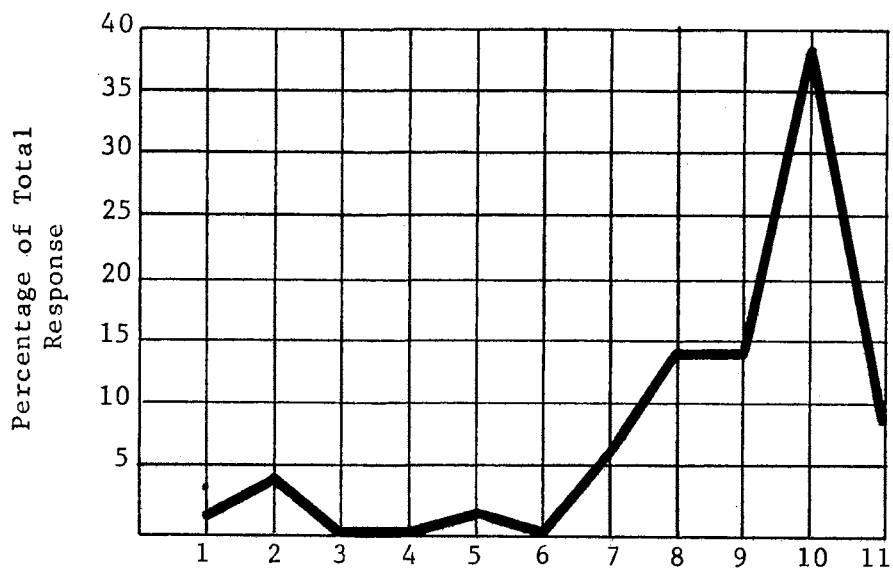


Figure 8. Item H: Recruitment by College

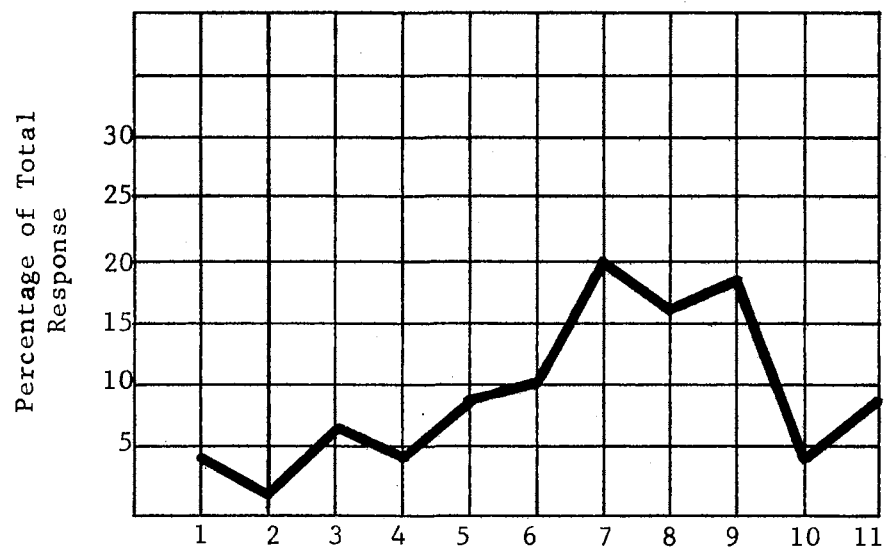


Figure 9. Item I: Size of Institution

Figure 10 details the response to item J, presumed degree of difficulty of program. Lowest responses were recorded at the one to four end of the scale and highest responses at the five to ten end of the scale. Lowest response was recorded at point one (0 percent) and highest response (16 percent) at point ten on the scale. The rate of increase in responses remained fairly constant from the low to the high point.



Figure 10. Item J: Presumed Degree of Difficulty of Program

Figure 11 is an illustration of item K, listed as "other" on the questionnaire. This item was placed on the questionnaire to give the respondents the opportunity to express any factor which was relevant in their selection of a graduate program. It should be noted that item K received a total of only twenty responses. The largest percentage of these responses (24 percent) occurred at point eleven on the scale. The remaining (76 percent) were spread between points one through ten. Among the items listed, the overall quality of the institution and how well the degree program was structured received the majority of responses. This was followed by monetary gains and long-range benefits.

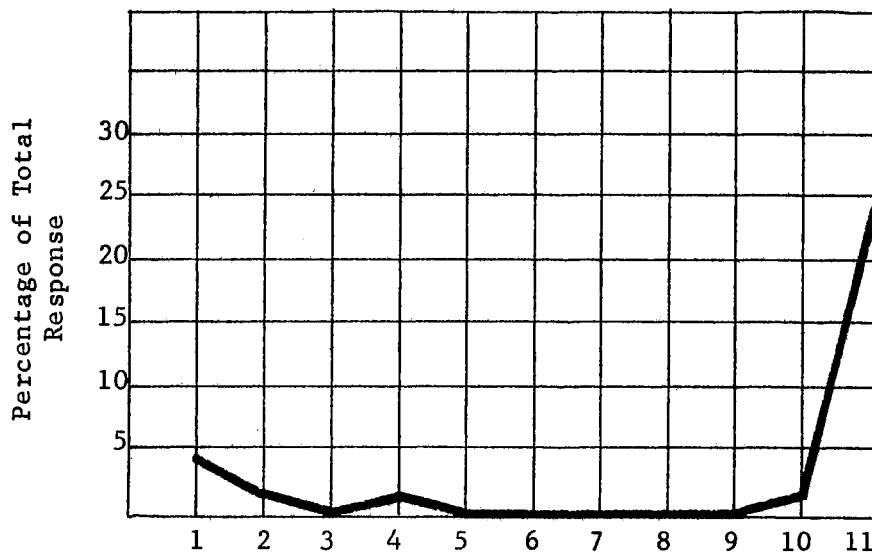


Figure 11. Item K: Other

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The stated purpose of this study is to determine what factors are most influential in the selection of a masters degree program in industrial arts in Oklahoma. This study is concerned with those factors which seemed most strongly to affect the student's selection of a graduate program.

For the study of selected factors that may affect the selection of a masters degree program, a questionnaire was constructed. After the questionnaire was approved by the Oklahoma State University Department of Industrial Arts Education, it was sent to the selected survey group.

The population that took part in the study consisted of industrial arts teachers who held masters degrees from Oklahoma colleges and universities of less than ten years duration. A total of 122 individuals responded for a 72 percent return. Returns from those ten who had held degrees over ten years were eliminated.

The questionnaire was divided into basic areas for tabulation purposes, each having specific questions to be answered.

The first area sought to reveal the circumstances under which the respondents selected and completed their masters degrees. It was noted that 86 percent of those responding were classroom teachers while only 14 percent were engaged in non-classroom teaching fields.

Response from the group indicated that 60 percent attended the same institution for graduate instruction that they had attended for undergraduate study. It was further noted that the average distance from home to school was 81 miles for each respondent.

Summer residence was found to be the most popular method for attending graduate school with almost one-half (48 percent) responding that this was their only method of attending graduate school. It should be noted, however, that over one-third (35 percent) responded that they had gained their degree by a combination of methods including commuter, full-time and summer residence.

Response indicated that 90 percent of those polled would have been willing to write a thesis or report if it had been required. Indeed, a thesis or report was required of 65 percent of those responding. It was noted, however, that only 35 percent of this group elected to write a thesis, while 65 percent selected the formal report.

Results indicated that graduate student recruitment was practically nonexistent, among those surveyed, on the masters degree level. Response indicated that only ten percent of those surveyed were contacted, in any manner, by the faculty or institution concerning attending graduate school.

Almost three fourths (73 percent) of those responding indicated that they had friends attending the graduate school before they enrolled. A large portion of this response is probably due to the fact that a majority of students return to their alma mater for graduate study.

The second area of the survey was concerned with determining what values the group would place on specific factors that might influence

their selection of a graduate school. Those responding indicated that faculty was the most important consideration in selecting a graduate program followed by distance from home to graduate institution, location of undergraduate study, physical facilities, graduate entrance requirements, friends attending the institution, thesis or report requirements, size of institution, presumed degree of difficulty of program, and recruitment by graduate institution.

Conclusions

Based upon an analysis of data presented in this study, the following conclusions may be drawn regarding the student's selection of a graduate program.

1. The requirement of a thesis or report will only moderately affect the student's selection of a graduate school, but the majority of those students who select a program requiring a thesis or report will write a report.
2. Students will tend to return to their undergraduate institution for graduate work unless the distance from their home to the institution becomes great.
3. Distance will have an adverse effect on student enrollment. Students tend to enroll in institutions in their own geographical areas.
4. Graduate institutions and faculties have not been actively recruiting graduate students into their programs; however, even though recruitment by faculties rated very low in responses, the faculty was the single most important consideration by graduates in selecting their masters degree

program. It is suspected that the reason behind this phenomena is that undergraduate students become familiar with faculty and are recruited by them without either the students or the faculty realizing that recruitment had taken place.

Recommendations

The author felt that sufficient information had been derived from this study to make the following recommendations:

1. Since the findings of the study indicate that faculty is the single most important factor in a student's selection of a graduate program, faculties should take advantage of this fact and take time to recruit prospective students, particularly those teaching in their geographical area.
2. Industrial arts departments should attempt to interest their undergraduate students in masters degree programs before graduation.
3. Industrial arts departments should disseminate information about their programs to prospective graduate students across the state (perhaps in the form of brochures or pamphlets).
4. Industrial arts departments should make every attempt to upgrade their facilities.
5. Industrial arts departments should explore the possibility of adding new programs of study that do not require a formal thesis or report, but should maintain their existing program at the same time.

6. Industrial arts departments should encourage graduate students to open contacts with prospective graduate students with whom they have acquaintance.
7. Industrial arts departments should explore the possibility of offering more night and extension courses as a means of attracting students.

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APPENDIX A

TRANSMITTAL LETTER

January 24, 1973

TO: Industrial Arts Instructors

Dear Fellow Teachers:

There are many factors which influence a student's selection of an institution where he will pursue a program of graduate study. It is desirable to know what these factors are in relation to the industrial arts graduate programs in Oklahoma. It is hoped that an evaluation of these relationships will assist in detecting weaknesses in graduate programs existing in Oklahoma colleges and universities.

I am making a study entitled "A Survey of Selected Factors Influencing the Selection of Postgraduate Programs in Industrial Arts Education in Oklahoma" for the purpose of writing a masters degree thesis. In connection with this study, I am attempting to contact all the industrial arts teachers in Oklahoma who have completed a masters degree in the last ten years. The enclosed questionnaire is designed to secure this information.

Your cooperation in completing the questionnaire and returning it to me at your earliest convenience will be greatly appreciated. Enclosed you will find a self-addressed, stamped envelope for your use.

Sincerely,

Mr. Larry David Johnson

APPENDIX B

QUESTIONNAIRE

QUESTIONNAIRE

1. Name _____
2. Age _____
3. Present position held _____
4. Highest degree held _____
5. Institution from which your masters degree was obtained _____

6. Institution from which your bachelors degree was obtained _____

7. Year in which the graduate degree was earned _____
8. Approximately how many miles was it from your home or work station to the school you attended for your graduate degree? _____
9. Did you complete your masters degree as a full-time student, commuter, summer student or a combination of these? _____

10. Was a thesis or report required? _____
11. If a thesis or report was required, which did you perform? _____

12. Were you recruited by a member of the faculty of the graduate school you attended? _____
13. Were you contacted by the graduate school in any manner before you enrolled in a graduate college? _____ If yes, in what manner? _____

14. Did you have friends attending the graduate college of your choice before you enrolled? _____

15. Would you have attended a school that required a thesis or report?

Please list in order from the list below the factors you felt were of the most importance to the least importance in your selection of a masters degree program.

- | | | |
|------------------|-----------|---|
| MOST IMPORTANT: | 1. _____ | A. Graduate entrance requirements |
| | 2. _____ | B. Distance from home to institution |
| | 3. _____ | C. Physical facilities |
| | 4. _____ | D. Thesis or report requirements |
| | 5. _____ | E. Faculty |
| | 6. _____ | F. Location of undergraduate study |
| | 7. _____ | G. Friends attending the institution |
| | 8. _____ | H. Recruitment by the college |
| | 9. _____ | I. Size of institution |
| | 10. _____ | J. Presumed degree of difficulty of program |
| LEAST IMPORTANT: | 11. _____ | K. Other (State in your own words) |

APPENDIX C

FOLLOW-UP LETTER

February 8, 1973

TO: Industrial Arts Instructors

Dear Fellow Teachers:

Again I am writing to solicit your cooperation in conducting a study entitled "A Survey of Selected Factors Influencing the Selection of Postgraduate Programs in Industrial Arts Education in Oklahoma." I do need your response and am enclosing another questionnaire in case you have misplaced or failed to receive my first letter.

Would you please complete and return the questionnaire as soon as possible in the enclosed self-addressed, stamped envelope? Thank you for your assistance,

Sincerely,

Larry D. Johnson

8
VITA

Larry David Johnson

Candidate for the Degree of

Master of Science

Thesis: A SURVEY OF SELECTED FACTORS INFLUENCING THE SELECTION OF
POST-GRADUATE PROGRAMS IN INDUSTRIAL ARTS EDUCATION IN OKLAHOMA

Major Field: Industrial Arts Education

Biographical:

Personal Data: Born in Shawnee, Oklahoma, January 14, 1945, son
of William B. and Margarett J. Johnson.

Education: Attended grade school in Shawnee, Oklahoma; graduated
from Shawnee High School in 1963; received the Bachelor of
Arts degree from East Central State College in Industrial
Arts Education and History in August, 1969; completed require-
ments for the Master of Science degree at Oklahoma State Uni-
versity in May, 1973.

Professional Organizations: Oklahoma Education Association,
Oklahoma Industrial Arts Association, and American Industrial
Arts Association.