

A FOLLOW-UP STUDY OF OKLAHOMA SCHOOL
SUPERINTENDENTS WHO RECEIVED THEIR
HIGHEST DEGREES FROM OKLAHOMA
STATE UNIVERSITY

By

EARL LEON COLEY, JR.

Bachelor of Science in Education
University of Missouri
Columbia, Missouri
1950

Master of Science in Education
Central Missouri State College
Warrensburg, Missouri
1958

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
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JAN 17 1974

Name: Earl Leon Coley, Jr.

Date of Degree: May, 1968

Institution: Oklahoma State University Location: Stillwater, Oklahoma

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Purpose of Study: The purpose of this investigation was to survey the strengths and weaknesses of the Oklahoma State University program in educational administration as perceived by the Oklahoma superintendents of schools who are graduates of that program.

Procedure: Data for treatment in the investigation were obtained from two sources: records of the Oklahoma State Department of Education and an information form constructed to determine the superintendents' opinions of the program in educational administration at Oklahoma State University.

Major Conclusions: Subject areas felt to be in need of more emphasis by a majority of the superintendents include: Finance and business management, curriculum and instruction, public relations, organization and administration, and plant planning and management. Generally those superintendents of larger schools feel a greater need for additional instruction. Class discussions and seminars plus informal association with faculty and other students are the most effective means of instruction in the opinions of the superintendents. The superintendents generally have a favorable attitude toward Oklahoma State University's contributions to the competence required for the position. They do feel some weakness may exist in contributions to effectiveness in oral and written communication and an adequate understanding of supporting areas. When compared with younger superintendents, those over forty-five years of age are less inclined to feel their position is as they expected in the opportunity for advancement and more inclined to feel a necessity for technical competence and interpersonal relations.

ADVISER'S APPROVAL

Kenneth H. Clark

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Thesis Approved:

Kenneth H. Plummer

Thesis Adviser

W. R. Hoy

William E. Sarsky

Dean of the Graduate College

PREFACE

The initial impetus for this investigation came from a discussion with the doctoral committee chairman, Dr. Kenneth St.Clair. Contributing factors were a sincere desire on the part of the Department of Education to appraise the effectiveness of its program in educational administration and a desire upon the part of the writer to acquire more knowledge about the position of superintendent of schools.

Acknowledgment is cordially extended to the many persons who have given assistance in the conduct of this study. I owe a special debt of gratitude to my adviser, Dr. Kenneth St.Clair, whose wise counsel and able guidance and assistance have been invaluable in the planning and completion of this study. Sincere appreciation is expressed to Dr. Victor O. Hornbostel, Dr. Wayne K. Hoy, Dr. John E. Sushy, and Dr. Barry A. Kinsey for serving on the writer's advisory committee.

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CHAPTER I

INTRODUCTION

Background Information

Change is an increasingly important factor in our social and cultural relationships. Although our society is constantly adapting to emerging needs, the increasingly rapid rate of change has further complicated social problems.

Much of the increased tempo of change is caused by the society's ready acceptance of advances in science and automation. It appears evident that technology has created conditions giving rise to such factors as unemployment and urbanization, with the resulting disruption of consensual values.

It is possible that innovations brought about by science and automation present new problems fundamentally different from anything we have faced before (21). For example, one of the commonly accepted principles of our society is the value of work. This value is now being supplanted by the increasing emphasis on leisure time. The need for independence has given way to a search for security; the role of the family is being assumed by various other institutions, and traditional authority is no longer accepted without question.

The public school has not been immune to the social and technological changes. Nearly all of the educational issues being discussed at this time are a part of larger social changes. In fact " . . . one of

the critical problems of educational administration is that of making the educational system more responsive to social change." (5) More and more schools are being called upon to offer specialized instruction and to assume responsibilities formerly a function of the home or church.

It would be improper, however, to leave at the door of technology all of the responsibility for the changes sweeping the educational scene. Two primary forces actively accelerating the change in education are increased federal interest and big business (33).

It is no secret that the government's interest in education does not lie with local interests but is concerned with solving national problems. For this reason a large percentage of federal aid has been directed to specified projects, such as occupational retraining, and program in science, mathematics, and early childhood education.

Big business, on the other hand, is concerned with the economic effects of increased spending in the area of education. It then becomes the job of educators to focus attention upon educational goals and to see that the products of big business are used to obtain these goals as effectively as possible (33).

Until recently, changes in the school system consisted largely of hiring new teachers and installing new courses and facilities. Little thought was given to the structure of the school system, to psychological bases for learning, or to individual and group relations within the social system. Debate now centers around such considerations as the organization of instruction, flexible scheduling, and independent study as well as architecture and course content. Emphasis is being

placed upon the learner and creative thinking rather than the teacher and factual knowledge.

In most school systems the superintendent is in a position to . . . play a key role in facilitating or in retarding changes and innovations." (23) The forerunner of the present superintendent, in many schools, was nothing more than a lay person who was willing to spend a part of his time running the business affairs of the school. The problems of his era, however, were less complex than those of today. Presently, ". . . most school systems vest in their professional chief the responsibility for managing all facets of educational-services." (13)

The increasing complexity of the tasks of administration in the school system has created a need for more efficiency in this area. As a result educational administration and the preparation of administrators have been examined closely, and the practice of educational administration has tended to become more scientific. Increases in the volume and quality of research and the development of theories of administration have provided sound bases for change in administrative procedure. (23)

Four major events are discernible in the modern development of the superintendency. The first of these was the organization of the National Conference for Professors of Educational Administrators in 1947. Efforts of this group were instrumental in promoting further study of educational administration. In 1950, the Cooperative Program in Educational Administration was formed to develop regional programs for the improvement of educational administration. The University Council for Educational Administration was established in 1956. This group has as its purpose the study and dissemination of theory and

research in educational administration. Also established during this period was the Committee for the Advancement of School Administration by the American Association of School Administrators. This committee has been instrumental in the communication of research findings and the development of plans for the accreditation of training programs for administrators. All these groups have made significant contributions to the improvement of the education of school administrators.

It is evident that the study of school administration has taken on added importance as a result of recent scientific and social developments. Even more rapid developments, which will contribute further to the importance of this study, are likely to occur in the next few years.

Need for Study

Those charged with determining the certification requirements of most states have long recognized the necessity of graduate work for those who serve as a superintendent of schools. (4) Such a program of preparation is further indicated by the increasing demands placed upon that office.

If the colleges and universities are to satisfactorily perform their function of preparing superintendents of schools, the effectiveness of their programs must be continually evaluated. Questions also arise as to what portion of the educational program should be devoted to which areas, and what learning experiences are most effective.

In the following statement, McLean (20) indicates that one of the better ways to determine the effectiveness of an educational program is to ask the recipients to evaluate it:

The alumni and ex-students are our product. Only from them can we learn what they got from us, what we did to and for them that was right, wrong, of consequence, fruitful or wasteful. Only by learning these things can we reshape the program of higher education in America so that it may function, be effective, and win continued support. Only thus can we learn what to cut out of present programs and what to put into future ones.

This viewpoint is further developed by McGrath. (19) He suggests the use of anonymous questionnaires to induce practicing graduates to "share with us their problems, inadequacies, conflicts, and maladjustments" in order to "uncover factual weaknesses in our program."

In a 1954 study of school administrators, Self (31) recommended that the training program of the graduate school of Oklahoma Agriculture and Mechanical College should be continually reevaluated and revised. He concluded that this could best be done in terms of problems experienced and needs felt by the practicing school administrators.

Purpose of the Survey

The purpose of this investigation is to survey the strengths and weaknesses of the Oklahoma State University program in educational administration as perceived by the Oklahoma superintendents who are graduates of the program. The specific questions to be answered are:

1. What characteristics of education and experience are evidenced by those superintendents who remain active in Oklahoma?

2. How do the superintendents who are graduates of the Oklahoma State University program in educational administration view various aspects of their education?

3. How satisfied are graduates of the Oklahoma State University program in educational administration with the position of superintendent

in Oklahoma?

Limitations and Scope of the Study

This study includes 147 superintendents of Oklahoma public schools who served in Oklahoma during the school year 1966-1967, and whose highest degree was received from Oklahoma State University. The data presented were necessarily limited by the information and recall of the recipients as well as the accuracy of the records reviewed.

Significance of the Study

In the preceding sections, the various considerations which gave rise to this investigation have been presented. Apparently, the changes in education are closely connected to those of society. The increasing complexity of the administration of school systems was discussed. Continuous evaluation of the preparation program for educational administrators was suggested as a necessity in maintaining a high degree of efficiency. Studies were cited which suggest that one of the ways the program in educational administration at Oklahoma State University can be evaluated is through the use of a follow-up study. The information in this study should prove of value in the continual process of evaluation and evolution of the graduate program in educational administration at Oklahoma State University. It should also prove useful to future graduate students and their advisers in planning programs of study that will be of greatest benefit to the students.

Definition of Terms

To serve as a framework for further discussion a definition of terms is needed.

A superintendent is anyone serving as a chief administrator in an Oklahoma school system, either full- or part-time during the school year 1966-1967, who is recorded as having received his highest degree from Oklahoma State University.

Curriculum is used to refer to the total series of experiences available as a result of the program in educational administration at Oklahoma State University.

Total experience consisted of the number of years of service in education as verified by the records of the State Department of Education of Oklahoma. The number of years of experience as a superintendent were gathered from responses to the questionnaire.

Salaries refer to payments for a full, twelve month period of employment.

The term tenure refers to the time a superintendent held a position as chief administrator of a school district.

Degree is defined according to the State Department of Education of Oklahoma as Bachelor, Master, or Doctor from the effective date of completion of requirements as certified by the registrar.

Organization of the Study

The area to be studied has been discussed in Chapter I. The need for the study, a statement of the purpose, and a definition of terms used in the study are included.

A review of related literature, the method of procedure, and the methodology are contained in Chapter II.

The characteristics of the superintendents are described in Chapter III. The information is presented in narrative form and is illustrated by tables where it seemed appropriate.

The opinions of the superintendents as to the strengths and weaknesses of the program in educational administration at Oklahoma State University are discussed in Chapter IV.

The summary, conclusions, and recommendations arrived at from the investigation are contained in Chapter V.

CHAPTER II

REVIEW OF LITERATURE AND METHODOLOGY

Introduction

A review of related literature revealed a recent increase of interest by university and college administrators in investigations of the effectiveness of their programs in educational administration. This interest in reevaluation appears to reflect the recent change in educational administration as stated by Griffiths (14): "If any one statement could be made concerning educational administration at this time, it would be that as a field of study it is undergoing radical change."

General Studies by Professional Organizations

A number of dissertations and other publications relative to the office of superintendent were reviewed. Those which seemed to be most pertinent are described in this section of the study.

In 1923, the Department of Superintendence (7) published a study on the training, experience, status, and tenure of the superintendents of schools. Some of the results of interest in this study were:

1. The middle 50 per cent of those included in the study received 7.8 to 9.4 years of education beyond the elementary school and took their last courses from 3.6 to 13.1 years ago. The median amount of training was 8.58 years.

2. Experience in teaching was reported by 73 per cent of the superintendents.

3. The median salary at that time was \$3,390.

4. The median tenure was reported as three years.

The Department of Superintendence (8) in 1933 published a review of the progress in training, experience, status, and tenure made by the superintendents of schools during the ten-year period since the publication of its first yearbook. Several comparisons were noted:

1. When compared with the 1923 study, the investigation indicated significant advances in the amount of graduate study.

2. Eighty-four per cent of the superintendents reporting had teaching experience in elementary or secondary schools.

3. The median salary reported was \$4,200.

4. The median number of years in position in the 1933 study was six. This compares with a median of three years in the 1923 study.

In 1952, the American Association of School Administrators (1) published one of the most complete studies of the superintendents of schools. The total number of replies received was 1,586 or a 49.3 per cent return of the blanks mailed. The study dealt with the superintendent's economic status; the manner of his appointment and tenure; his hours of work; and his previous vocations. This study also gave information regarding expenditures of school systems, tax costs, and services of the central administrative staff.

In the 1952 study, this information was published:

1. The median number of years of college preparation was 5.9 years.

2. More than 85 per cent of the superintendents reporting had experience as classroom teachers.
3. The median salary reported for 1949-1950 was \$6,804.
4. The entire group of those in communities over 2,500 had a median of 6.1 years experience in the position held in the school year 1949-1950. Those in cities over 200,000 in population reported the lowest median number of years in their present position (4.8 years); and those in cities below 30,000 in population, the largest median (6.4 years). The median period of service in the rural areas of less than 2,500 population was 5.4 years.

In 1953, Moore (22) reported on research sponsored by the Southwestern Cooperative Program in Educational Administration of the University of Texas. This research was concerned with the in-service education of school superintendents. Indications were that the most urgent problems were those of long range program planning rather than the day-to-day operation of the school.

The American Association of School Administrators (2) published a study of the superintendents of schools in 1960. The study was concerned with schools in districts with a population of 2,500 or over. The 3,812 superintendents so classified were grouped in six population strata, and questionnaires were sent to varying percentages of each stratum. A total of 36 per cent of the above superintendents were mailed the questionnaire, and eight hundred fifty-nine were returned in usable condition. This constituted a return of 62.7 per cent. Included in the information were items concerning age and family status, professional experience, college preparation, salaries, career route, evaluation of the preparation program, and familiarity with research. Comparisons were made with information in earlier studies conducted under the sponsorship of the American Association of School Administrators.

In the 1960 study:

1. Men were reported as beginning their graduate work at an earlier age. The average years of graduate preparation was reported as five years and seven months.
2. Eighty-eight per cent of the superintendents were reported to have been teachers and 83 per cent reported experience as building principals.
3. School finance was considered to be the most important field of graduate study. The median salary reported was \$10,700.
4. The median length of time in present position was slightly under eight years.

Individual Follow-up Studies

In 1942, Isle (18) attempted to answer the basic question, "How can students at Stanford University be more effectively trained for teaching?" Two major criticisms were indicated: (1) Too much emphasis on theory and too little attention upon the practical application of the theory and (2) The need for a more effective and extensive placement service.

The purposes of a study by Sharpe (32) in 1949 were: (1) To improve the liaison between the college of education and its graduates, (2) To ascertain what these graduates were doing and what problems they had encountered, and (3) To learn how they felt about the graduate program.

The following implications were drawn as a result of Sharpe's study: (1) Build on the strengths of the present graduate program, (2) Facilitate the application of theory, (3) Develop a functional guidance program, (4) Carefully examine the implications of the

five-year program for teacher training before adopting it, (5) Extend the field services, and (6) Explore educational frontiers, stimulate research, but also develop an outstanding training program.

Garrison (12) found that of 197 individuals receiving doctorate degrees at the University of Missouri from 1916 through 1950, more than one-half were conferred in the period 1943 to 1950.

A study by E. C. Bolmeier (3) in 1952 attempted to uncover areas of possible improvement in the pre-service training of school administrators. The report was based on a return of 100 of 172 questionnaires sent to superintendents in North Carolina. Areas of training indicated as needing more emphasis included: (1) school law, (2) business and financial management, (3) in-service education, (4) adult education, (5) pupil relations, (6) school-public relations, and (7) recruitment and selection of teachers. Less need was felt in the areas of extra-curricular activities, grade organizations, administering standardized tests, supervision, and curricular planning.

Self (31) in 1954 studied the opinions of eighty-one selected administrators in Oklahoma in an attempt to identify their problems and analyze the value of the training received at Oklahoma Agricultural and Mechanical College. His findings suggested a need for improvement in the areas of business and financial management, school-community relations, and advisement.

In 1955, Morton (24) used the descriptive survey method of research to investigate the turnover and graduate training of Missouri superintendents of schools. Morton concluded that Missouri superintendents who graduated in 1954 and 1955 had received more instruction than

those who graduated in 1938, 1943, or 1953. He also concluded that there was a higher turnover of superintendents in the smaller school systems of Missouri and that the school levy had no appreciable effect on the turnover of superintendents of school.

Through administration of questions relating to a list of competencies felt to be necessary to school administrators, Salisbury (29) in 1957 investigated the graduate program in school administration at Indiana University. The area showing the highest degree of adequacy was that of research. Strength was found in use of group processes, finance and school business management; and school plant construction, operation, and maintenance. Areas with lower ratings were those preparations dealing with communication with others and management of school personnel programs.

Salisbury also found that the program was thought by its graduates to place emphasis on the learning of principles, without providing an opportunity for the student to apply them in practical situations. Based on these findings, more on-the-job learning opportunities were recommended.

In 1957, Clark (6) conducted a follow-up study of University of Oklahoma doctoral graduates in education to determine their background, present status, and their opinions concerning the strengths and weaknesses of their doctoral preparation. Seventy-two percent of his reported population were majors in educational administration and secondary education. The need for ability to speak effectively in public was emphasized by the respondents. Competencies considered most essential and valuable were those associated with administrative

and professional relationships, teaching, and professional development. Criticism was directed toward the necessity of satisfying certain undergraduate deficiencies while doing doctoral work.

Sater (30) in 1959 conducted a follow-up study of students who had received their Master's degree in education at the University of Arkansas. Data were obtained by use of a questionnaire returned by 403 of the 800 recipients. Major divisions of inquiry were: the background information of the personnel, education and experience, graduate program evaluation, and general opinions on issues related to graduate work. This study revealed the following items of importance:

1. A very small percentage of the Master's degree graduates in education made use of the placement bureau at the University of Arkansas.

2. There were many professional duties for which graduate training was considered inadequate. Too much theory and not enough practical application was the central theme of most of the suggestions.

3. The obtaining of the Master's degree resulted in a substantial salary increase for a large majority of the respondents.

In 1962, Moscato (25) used the questionnaire to determine superintendents' opinions of the effectiveness of selected programs in educational administration. Twelve predetermined areas of competency relating to instructional leadership were investigated. Moscato concluded that a course in instructional leadership should be required. It was believed that the content should include the development of areas in curriculum, research, organization, evaluation, personnel, human relations, communications, in-service education, educational psychology, foundations of education, and supervision.

Doty (9), in 1962, conducted a follow-up study of the Department of Education graduates at Indiana University. Data were gathered from a questionnaire returned by almost 94 per cent of those graduating during the years 1950 to 1960, inclusive. Major areas of inquiry were the graduates' background and judgments regarding their training, major degree hurdles, competencies needed, and controversial issues.

In 1962, Willey (36) conducted a follow-up study of those who received graduate degrees in secondary school administration from the University of Missouri from 1928 to 1961. He obtained his data from his adviser, personnel records, and an information form sent to the recipients of the aforementioned degrees. Willey found that the graduates considered guidance and counseling provided by their adviser to be the most important facet of the program.

Figuhr (11), in 1965, reviewed the development of the Department of Educational Administration and Supervision at Arizona State University. He included an evaluation of the past program by school administrators working in public and private schools in the State. Most of the respondents believed the Department of Educational Administration had provided more than adequate preparation for their profession. However, respondents indicated a need for better preparation in public speaking.

In 1965, Yarnall (37) formulated a list of objectives based upon intensive research into past efforts of the Center for Educational Administration located at Ohio State University. It was on the basis of these objectives that he investigated their program. Data were obtained by means of an opinionnaire, analysis of graduate records, and personal interviews with a sample of the program graduates.

Yarnall concluded that there was a feeling by respondents that more emphasis was needed in research methodology and statistics, cognate disciplines, and interdisciplinary seminars. There was a general feeling in favor of less structure and more seminars and practicums.

Methodology

The descriptive survey method was used for this research since it was concerned with a description of the superintendents' training, experience, status, and turnover.

The importance of survey research is illustrated by Trow (34) as follows:

Survey research has behind it some thirty years of development; it has made major contributions to our knowledge about politics, industry, military life, community organization, child rearing, and many other areas of social life; and it is now beginning to be used to illuminate educational processes as well.

The Questionnaire: Festinger and Katz (10) categorize three methods of obtaining data in social research: (1) through the use of questions, (2) the study of records, or (3) the observation of behavior. Because of the nature of the problem and the time and money involved in other types of data collection, the questionnaire was chosen for use in this study. Major assumptions in the use of the questionnaire are:

1. The questionnaire is capable of producing data useful for program examination.
2. The superintendents are capable of evaluating the program through their own experiences and the experiences of others.
3. The responses made on the questionnaire are valid indications of the opinions of the respondent.

Although both the mailed questionnaire and the interview technique have some shortcomings, it appears to be generally agreed upon by the various sources consulted that the results will not be substantially different. The ability of the mailed questionnaire to cover a larger population with a relatively small amount of time and expense led to its choice as a method of data gathering.

Construction of the Instrument: The form of the questionnaire was based primarily on suggestions by Parten (27), with additional reference to Goode and Hatt (6), Good and Scates (15), and Nixon (26).

The questionnaire consisted of sixteen questions. Eight questions were concerned with the background information of the superintendents. The remaining questions requested the opinions of the superintendents about their professional position and the training available at Oklahoma State University.

Administration of the Instrument: Directions most useful in obtaining a maximum response from the superintendents were those by Parten (27), Gullahorn (17), and Roehrer (28). Suggestions from these sources led to the use of stamped, self-addressed envelopes, letter-head paper, the endorsement of the initial request by the head of the department, and various other procedures, such as follow-up procedures, individually typed letters, and the use of a deadline date in the last reminder.

Analysis of Data: Since an entire population is being observed, the data and findings are presented in tabular and descriptive form and expressed most frequently in sums and percentages.

Wert (35) makes the following suggestion:

Population information is often available as a result of administrative routine concerning teachers' salary, education, or load. Similarly, pupil information such as age, attendance, aptitude, and achievement scores, is often available for the entire population from state records. Estimation of some population characteristics such as a mean from a sample is unnecessary in such instances.

In some instances medians are given to further clarify or explain the data. A tetrachoric coefficient of correlation was calculated from the data in Table XIII through Table XVIII to evaluate relationships between superintendent characteristics and salary or size of school. Correlations in excess of .20 are reported in the narrative.

Method of Procedure

Data for treatment in this investigation were obtained from two sources: records of the Oklahoma State Department of Education, Department of Finance, and an information form constructed to determine the superintendents' opinions of the program in educational administration at Oklahoma State University.

Records of all professional personnel listed by the State Department of Education of Oklahoma were examined. Public school superintendents who received their highest degree from Oklahoma State University were separated for further examination. A xerox copy of each superintendents' Oklahoma Teachers Record Card was obtained which revealed the desired information relating to age, highest degree received, prior teaching experience, salary, and district number. A copy of the Oklahoma Education Directory was consulted to obtain the size of school and mailing address.

The majority of the data were collected through administration of a questionnaire constructed for this purpose. The questionnaire requested more information about the background of the superintendents together with their views on the value of various aspects of the experience offered at Oklahoma State University.

The population consisted of 147 superintendents of schools in Oklahoma who were listed in the previously mentioned state department records, in January, 1967, as having received their highest degree from Oklahoma State University. Treatment of data is limited to the 140 (or 95.2 per cent) superintendents who returned the completed questionnaire.

Careful examination was made of literature pertaining to follow-up studies. Consideration was given to various texts and publications, particularly those of the American Association of School Administrators and the Cooperative Program for Educational Administration. Also considered were philosophy and objectives of Oklahoma State University as expressed in various reports.

Studies involving the use and construction of questionnaires were also reviewed, and an attempt was then made to (1) form a comprehensive list of experiences generally thought to be of value to the prospective superintendent and (2) to construct questions useful in obtaining the opinions of former program participants regarding the success of the institution in fulfilling their needs.

Questions were designed to determine the superintendents' opinions regarding reasons for choice of Oklahoma State University for graduate work; skills, competencies, and knowledge acquired; area of emphasis; methods of instruction; available services; and facilities.

A tentative instrument was constructed and submitted to the writer's chairman and faculty personnel concerned with the particular areas of the investigation. Several revisions were made in accordance with their suggestions. This revision was then submitted to six former administrators and pre-tested by a class of twenty-four students in a doctoral seminar. Further revisions were made on the basis of their recommendations.

The final questionnaire was photographed, reduced in size, and printed by multilith on both sides of a two-page form. It was felt the additional cost of this process over a cheaper form of reproduction would be justified by an increase in the number of questionnaires returned.

Sixteen questions were included in the final questionnaire. Eight of these questions were concerned with further descriptive information about the superintendents' professional background. The last eight questions requested the opinions of the respondents as to the experience available in his field at Oklahoma State University. These last questions were of the multiple response type, to be answered by a check mark. In all, eighty responses were requested and provisions were made for additional comments.

Included with each questionnaire was a letter supplying information as to the nature of the request and how the information was to be used. A postscript by the writer's chairman asking the superintendents for their support was believed most helpful. A copy of this letter may be found in Appendix B. Included with the letter was the questionnaire and a stamped, self-addressed envelope.

The first request was sent on February 27, 1967. One hundred thirteen (or 76.9 per cent) responses were received as a result of this request. A reminder card was sent on March 9, 1967, followed by another letter, questionnaire, and stamped, self-addressed envelope on March 20, 1967. In this letter a deadline date of March 27, 1967, was given for the questionnaire to be returned. These communications also are reproduced in Appendix B. In all, the writer received 140 (or 95.2 per cent) usable returns.

The studies presented show that it is not unusual to conduct follow-up studies of graduates to determine new or better ways of meeting their specific needs. While there is some similarity of results, it must be remembered that these results were for a specific time and place.

Information in the studies presented in this chapter has been most helpful in determining areas of emphasis and investigation procedures.

The following chapter describes certain characteristics of the respondents. Tables are provided for purposes of comparison and clarification.

CHAPTER III

CHARACTERISTICS OF THE SUPERINTENDENTS

Introduction

The purpose of this chapter is to describe certain characteristics of those superintendents of Oklahoma schools who have received their highest degree from Oklahoma State University. Although, some superintendents are not included, the response of 140 (or 95.2 per cent) of the 147 superintendents included in the study is believed to be indicative of the entire group.

General Information

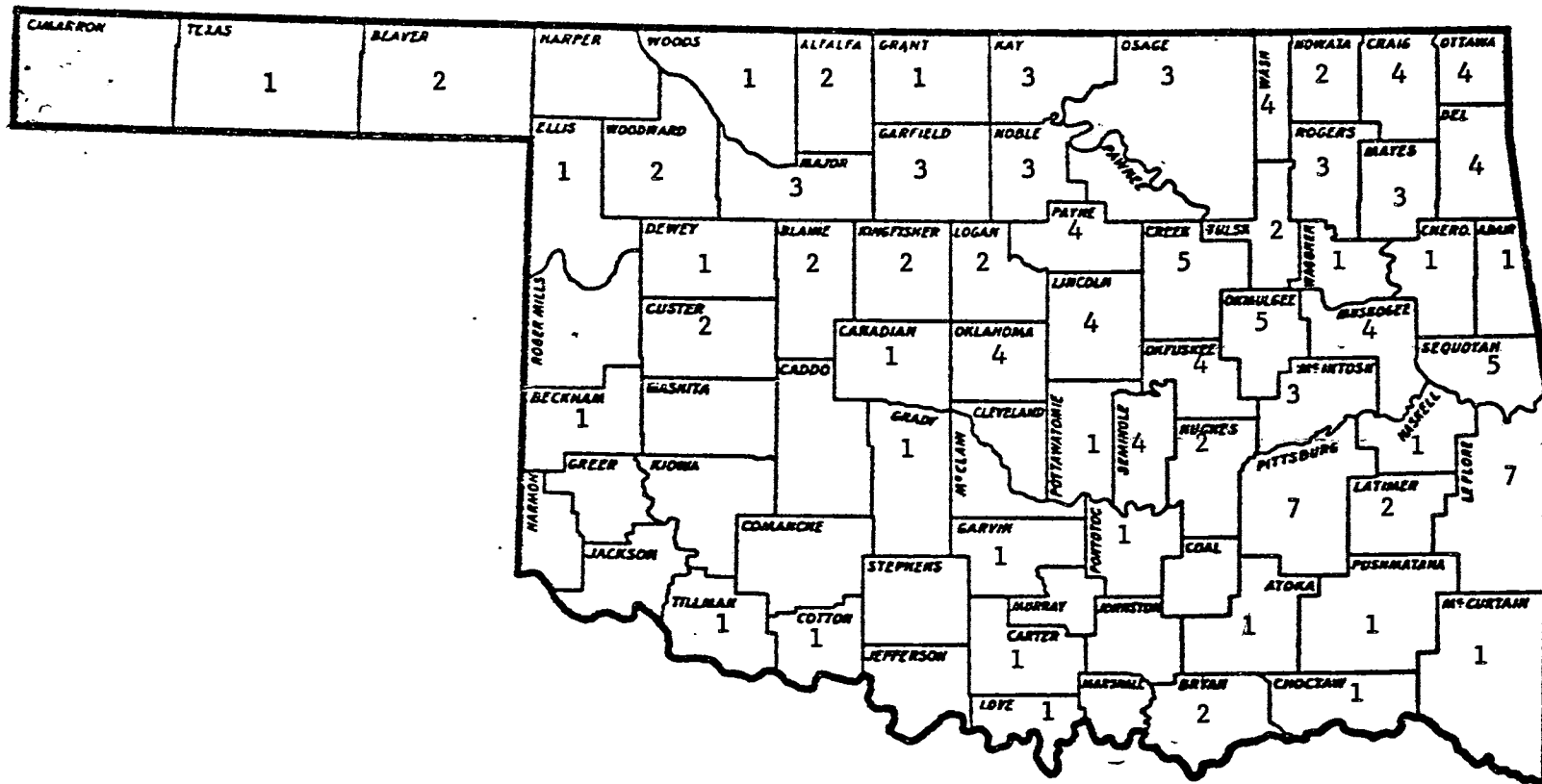
The information included in Table I shows that a majority of ninety-six (or 68.5 per cent) of the superintendents included in the study serve school districts employing thirty or fewer teachers. The largest category involves districts employing eleven to twenty teachers. This group is served by fifty (or 35.7 per cent) of the superintendents. The size of the school districts served by the respondents is indicated by the employment of a median of twenty-nine and two-tenths teachers. Actually, the smallest school district in this study employed seven teachers, and the largest employed 664 teachers.

TABLE I
RESPONDENTS GROUPED BY SIZE OF SCHOOL

Number of Teachers	Number	Percent
1-10	24	17.1
11-20	50	35.7
21-30	22	15.7
31-40	13	9.3
41-50	8	5.7
51-80	13	9.3
Over 100	6	4.3
Over 200	4	2.9
Total	140	100.0
Median number of teachers = 19.2		

The school districts of Pittsburg and LeFlore Counties employ seven superintendents each, as shown in Figure 1. Generally, the concentration appears heaviest in the Central, East Central, and Northeastern sections of the State.

In 1954, Self (31) reported that the superintendents of his study were concentrated in the Central, Northeastern, and Southwestern geographic districts of the State. On the basis of this information, there would seem to be an increase in concentration in the East Central area and decrease in representation in the Southwestern region. It



OKLAHOMA


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Figure 1. Respondents Grouped by County

TABLE II
 RESPONDENTS GROUPED BY UNDERGRADUATE
 SCHOOLS

Name of Schools	Number	Percent
Northeastern (Okla.)	37	26.5
Southeastern (Okla.)	28	20.0
Oklahoma State University	26	18.6
Central State (Okla.)	13	9.3
East Central (Okla.)	13	9.3
Panhandle A & M (Okla.)	5	3.6
Northwestern State (Okla.)	4	2.9
Arkansas State Teachers (Ark.)	3	2.1
Langston University (Okla.)	1	.7
Tulsa University (Okla.)	1	.7
College of the Ozarks (Mo.)	1	.7
Phillips University (Okla.)	1	.7
Southwestern State Teachers (Okla.)	1	.7
Berea College (Ky.)	1	.7
Bethany Nazarene (Okla.)	1	.7
Ottawa University (Kan.)	1	.7
Midwest University (Ill.)	1	.7
Quachita Baptist (Ark.)	1	.7
Oklahoma Baptist University	1	.7
Total	140	100.0

TABLE III
RESPONDENTS GROUPED BY UNDERGRADUATE MAJORS

Major Subjects	Number	Percent
Social Studies	49	27.5
Science	30	16.8
Mathematics	21	11.8
English	19	10.7
Business	16	9.0
Education	14	7.9
Agriculture Education	10	5.6
Elementary Education	7	3.9
Industrial Arts	6	3.4
Physical Education	5	2.8
Spanish	1	.6
Total	178	100.0

Shown in Table IV is the number of superintendents who have part-time teaching duties according to the size of school, determined by the number of teachers employed. Sixty-five (or 46.4 per cent) respondents indicated they had some teaching duties in addition to their work as superintendents. Of the seventy-four superintendents administering schools employing twenty or fewer teachers, fifty-eight (or 78.4 per cent) had teaching assignments. Only seven (or 5.0 per cent)

TABLE IV
RESPONDENTS GROUPED ACCORDING TO HOURS OF TEACHING
AND SIZE OF SCHOOL

Teaching Hours Per Week	Size of School Determined by Number of Teachers						Total	Per Cent
	1 to 10	11 to 20	21 to 30	31 to 40	41 to 50	Over 50		
1-5	6	15	2	1	1		25	17.9
6-10	6	14	3				23	16.4
Over 10	10	7					17	12.1
None	2	14	17	12	7	23	75	53.6
Total	24	50	22	13	8	23	140	
Per Cent	17.1	35.8	15.7	9.3	5.7	16.4		100.0

superintendents in districts employing over twenty teachers had teaching duties.

Information Related to Last Degree

Ninety-two (or 65.7 per cent) superintendents received their last degrees during the ten-year period from 1949-1959 as shown in Table V. Only fourteen superintendents have received their last degrees since that time. Those superintendents who have earned a doctor's degree, however, have done so in the period from 1959 to 1966.

TABLE V
 RESPONDENTS GROUPED BY DEGREE AND
 YEAR OF PROGRAM COMPLETION

Year of Graduation	Master's Degree	Doctor's Degree	Total	Percent
1935	1		1	.7
1936	1		1	.7
1937	3		3	2.1
1938	1		1	.7
1939	5		5	3.5
1940	3		3	2.1
1941	4		4	2.9
1942	2		2	1.4
1943	0			
1944	0			
1945	1		1	.7
1946	2		2	1.4
1947	5		5	3.6
1948	3		3	2.1
1949	6		6	4.3
1950	7		7	5.0
1951	10		10	7.2
1952	11		11	7.9
1953	8		8	5.7
1954	14		14	10.0
1955	10		10	7.2
1956	7		7	5.0
1957	6		6	4.3
1958	9		9	6.5
1959	4	1	5	3.6
1960	2		2	1.4
1961	3	1	4	2.9
1962	0	1	1	.7
1963	0	1	1	.7
1964	0		0	
1965	3	1	4	2.9
1966	1	2	3	2.1
1967	1		1	.7
Total	133	7	140	
Percent	95.0	5.0		100.0

Of the seven superintendents holding a doctor's degree, five serve school districts employing over 100 teachers, one serves a school district employing between thirty-one and forty teachers, and one serves a school district employing between eleven and twenty teachers. Their salaries range from \$9,000 to \$16,000. Three of the seven receive salaries from \$14,000 to \$15,000.

It may appear that those superintendents having earned doctor's degrees are more mobile, since five of the seven have served no more than three years in the same school. It is noted, however, that the median length of tenure for all superintendents is very low and that those superintendents with doctor's degrees are relatively recent recipients. Since only seven (or 5.0 per cent) respondents hold doctor's degrees, a detailed analysis of this category is not included.

Information Related to Tenure

According to the information in Table VI, eighty-three (or 59.3 per cent) superintendents have held more than one position. The most positions any superintendent has held is ten. Twenty-two (or 15.7 per cent) superintendents reported three or less years of experience as a superintendent. Of these twenty-two, only two superintendents reported employment in more than one district. The longest period of experience as a superintendent was fifty-one years, reported by a single respondent who had held ten different positions. The median number of districts served as superintendent was 2.4.

TABLE VI

RESPONDENTS GROUPED BY NUMBER OF SCHOOL DISTRICTS SERVED DURING
THEIR EXPERIENCE AS SUPERINTENDENTS

Number of Years as Superintendent	Number of School Districts Served										T O T A L	Percent
	1	2	3	4	5	6	7	8	9	10		
1-3	20	2									22	15.7
4-6	3	7									10	7.1
7-9	8	4	2	1	1						16	11.5
10-12	10	5	5	1							21	15.0
13-15	4	4	2	3	1				1		15	10.7
16-18	4	2	3	3		1					13	9.3
19-21	2	3	3	2	1						11	7.9
22-24	1	3	5	2	1	1					13	9.3
25-27	3	1	3		1						8	5.7
28-30			1	1				1			3	2.1
Over 30	2	1	2	1	1					1	8	5.7
Total	57	32	26	14	6	2	0	1	1	1	140	
Percent	40.7	19.9	18.6	10.0	4.3	1.4		1.7	1.7	1.7		100.0
Median number of districts served = 2.4												

Nearly half of the superintendents, sixty-six (or 47.1 per cent), have been employed in their present positions for three or fewer years according to the information contained in Table VII. The range of tenure in present position is from one to forty-two years; however, only two (or 1.4 per cent) respondents indicated over thirty years service in the same school system. Twenty (or 14.3 per cent) superintendents are credited with over fifteen years service as a superintendent in the same school. Forty-seven (or 33.5 per cent) superintendents have held the same position for ten years or over. This is nearly the exact percentage given in the American Association of School Administrators report; however, the median length of tenure for all superintendents was 3.3 years. This compares with a median length of time in present position of nearly eight years reported in the American Association of School Administrators study in 1960 (2).

The superintendents' tenure in present position is grouped according to the number of teachers in the school system in Table VIII. Nine of ten superintendents employed by districts with over 100 teachers have served for a period of six years or less in that position. The median sized school served by the superintendents employed 19.2 teachers.

Of the thirteen superintendents who receive over \$12,000, eleven (or 84.6 per cent) have less than seven years in their present positions according to the information in Table IX. Salaries range from \$5,000 to \$26,000 with thirty-two (or 22.9 per cent) superintendents drawing a salary of \$10,000 or over. Both the median and the mode of the salary distribution fall in the category between \$8,000 and \$8,999. The median salary for all superintendents is \$8,881, nearly \$2,000

TABLE VII
 RESPONDENTS GROUPED BY TENURE
 IN PRESENT POSITION

Years Retained	Number of Superintendents	Percent
1-3	66	47.2
4-6	14	10.0
7-9	13	9.3
10-12	18	12.9
13-15	9	6.4
16-18	8	5.7
19-21	5	3.6
22-24	2	1.4
25-27	3	2.1
Over 27	2	1.4
Total	140	100.0
Median years in present position = 3.3		

less than that reported by the American Association School Administrators in 1960 (2).

Information Regarding the Experience of the Superintendents

The respondents' experience as a superintendent and total experience in education can be seen in Table X. It is significant that only one superintendent is credited with a total experience in

TABLE VIII
RESPONDENT'S TENURE IN PRESENT POSITION
AND SIZE OF SCHOOL

Years in Position	Size of School Determined by Number of Teachers								T O T A L	Percent
	1 to 10	11 to 20	21 to 30	31 to 40	41 to 50	51 to 100	101 to 200	Over 200		
1-3	14	25	8	5	3	4	4	3	66	47.2
4-6	1	3	5	2	1		2		14	10.0
7-9	2	3	2	3	1	2			13	9.3
10-12	1	9	3		3	2			18	12.9
13-15	1	4	2			2			9	6.4
16-18	2	2	1	1		2			8	5.7
19-21	1	2	1	1					5	3.6
22-24						1		1	2	1.4
25-27	2			1					3	2.1
Over 27		2							2	1.4
Total	24	50	22	13	8	13	6	4	140	100.0
Percent	17.1	35.7	15.7	9.3	5.7	9.3	4.3	2.9		100.0
Median size of school = 19.2										

education of five or less years. Only four superintendents are recorded as having less than eleven years total experience in education. Where the median years experience as a superintendent is 13.3, the median years experience in education is 26.6. One respondent reported

TABLE IX
 RESPONDENT'S TENURE IN PRESENT POSITION
 AND SALARIES

Salary	Years in Position										T O T A L	Per- Cent
	1 to 3	4 to 6	7 to 9	10 to 12	13 to 15	16 to 18	19 to 21	22 to 24	25 to 27	Over 27		
\$ 5,000- 5,999		1									1	.7
6,000- 6,999	1										1	.7
7,000- 7,999	18	1	2	3	1	2	1		1	2	31	22.1
8,000- 8,999	16	4	6	8		4	3		1		42	30.0
9,000- 9,999	18	4	2	2	5	1	1				33	23.7
10,000-10,999	4	1	2	3	2	1		1	1		15	10.7
11,000-11,999		1	1	1	1						4	2.9
12,000-12,999	2	1									3	2.1
13,000-13,999	1	1									2	1.4
14,000-14,999	4			1							5	3.6
15,000-15,999	1										1	.7
16,000-16,999											0	
17,000-17,999	1										1	.7
26,000								1			1	.7
Total	66	14	13	18	9	8	5	2	3	2	140	
Percent	47.1	10.0	9.4	12.9	6.4	5.7	3.6	1.4	2.1	1.4		100.0
Median salary = \$8,881.00												

TABLE X
RESPONDENTS GROUPED BY TOTAL EXPERIENCE

Years Experience	As Superintendent	Percent	In Education	Percent
1-5	29	20.7	1	.7
6-10	26	18.6	3	2.1
11-15	29	20.7	12	8.6
16-20	19	13.6	30	21.4
21-25	24	17.1	20	14.3
26-30	5	3.6	25	17.9
31-35	4	2.9	25	17.9
36-40	1	.7	14	10.0
41-45	2	1.4	8	5.7
46-50			1	.7
51-55	1	.7	1	.7
Total	140	100.0	140	100.0
Mediar years experience as a superintendent = 13.3				
Median total years experience in education = 26.6				

serving fifty-one years as superintendent. Another is recorded as having fifty-three years total experience in education. It becomes evident that most superintendents have served several years in other capacities in education before becoming a superintendent.

According to the information in Table XI, most superintendents, 121 (or 86.4 per cent), earn between \$7,000 and \$11,000 for their

TABLE XI

RESPONDENT'S TOTAL EXPERIENCE AND SALARY

Salary	Total Years of Experience										T O T A L	Per- Cent
	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	31 to 35	36 to 40	41 to 45	Over 45		
\$ 5,000- 5,999					1						1	.7
6,000- 6,999									1		1	.7
7,000- 7,999	1		4	7	5	5	4	4		1	31	22.1
8,000- 8,999		1	3	8	3	9	7	6	4	1	42	30.0
9,000- 9,999		2	2	11	6	5	4	3			33	23.7
10,000-10,999			1	2	2	3	6		1		15	10.7
11,000-11,999						2	2				4	2.9
12,000-12,999			1		2						3	2.1
13,000-13,999					1	1					2	1.4
14,000-14,999			1	2				1	1		5	3.6
Over 15,000							2		1		3	2.1
Total	1	3	12	30	20	25	25	14	8	2	140	
Percent	.7	2.1	8.6	21.4	14.3	17.9	17.9	10.0	5.7	1.4		100.0

services. The great majority of these superintendents, 115 (or 82.1 per cent), have between sixteen and forty years of experience in education. The total experience for those earning over \$11,000 ranges from eleven to over forty-five years. A tetrachoric correlation coefficient of .29 reveals the possibility that some positive relationship exists between salaries and total experience in education.

The total experience of the superintendent is related to the size of school served in Table XII. Twenty-four (or 17.1 per cent) superintendents serve districts employing one to ten teachers; fifty (or 35.7 per cent) superintendents are employed in districts with eleven to twenty teachers; and twenty-two (or 15.7 per cent) superintendents are employed in districts with twenty-one to thirty teachers. The possibility of a positive relationship between total experience and size of school served is indicated by a tetrachoric correlation coefficient of .30.

Table XIII relates each superintendent's experience as a superintendent to his present salary. Of the twenty-two superintendents employed for less than four years, twenty (or 90.9 per cent) receive less than \$11,000; of the nineteen superintendents employed over twenty-four years, sixteen (or 84.2 per cent) receive less than \$11,000. Eight superintendents who have served as superintendent for over thirty years receive from \$7,000 to \$26,000 salary. Only two of these, however, received over \$10,000 for their services.

The superintendent's experience as a superintendent is related to the size of the school system in which he is employed in Table XIV. Nine superintendents are shown serving schools with eleven to twenty

TABLE XII
RESPONDENT'S TOTAL EXPERIENCE AND SIZE OF SCHOOL

Total Years of Experience	Size of School Determined by Number of Teachers								T O T A L	Percent
	1 to 10	11 to 20	21 to 30	31 to 40	41 to 50	51 to 100	101 to 200	Over 200		
1-5	1								1	.7
6-10		2			1				3	2.1
11-15	3	5	2			1	1		12	8.6
16-20	6	13	3	4	1	1	2		30	21.4
21-25	5	7	2	1	2		3		20	14.3
26-30	3	5	9	4	2	2			25	17.9
31-35	2	6	4	3	2	6		2	25	17.9
36-40	2	9	1			2			14	10.0
41-45	1	2	1	1		1		2	8	5.7
Over 45	1	1							2	1.4
Total	24	50	22	13	8	13	6	4	140	
Percent	17.1	35.7	15.7	9.3	5.7	9.3	4.3	2.9		100.0

TABLE XIII

RESPONDENT'S EXPERIENCE AS A SUPERINTENDENT AND SALARY

Salary	Years of Experience as a Superintendent											T O T A L	Percent
	1 3	4 6	7 9	10 12	13 15	16 18	19 21	22 24	25 27	28 30	Over 30		
\$ 5,000- 5,999						1						1	.7
6,000- 6,999						1						1	.7
7,000- 7,999	7	4	2	3	3	4	2	2	1	1	2	31	22.1
8,000- 8,999	5	3	6	4	3	4	2	8	2	2	3	42	30.0
9,000- 9,999	6	1	5	5	8	1	3	1	2		1	33	23.7
10,000-10,999	1	1	1	5	1		3	2	1			15	10.7
11,000-11,999		1	1	1					1			4	2.9
12,000-12,999			1			2						3	2.1
13,000-13,999							1		1			2	1.4
14,000-14,999	2			2							1	5	3.6
15,000-15,999	1											1	.7
17,000-17,999				1								1	.7
26,000											1	1	.7
Total	22	10	16	21	15	13	11	13	8	3	8	140	
Percent	15.7	7.1	11.5	15.0	10.7	9.3	7.9	9.3	5.7	2.1	5.7		100.0

TABLE XIV

RESPONDENT'S EXPERIENCE AS A SUPERINTENDENT AND SIZE OF SCHOOL

Years Experience	Size of School Determined by Number of Teachers								Total	Percent
	1 10	11 20	21 30	31 40	41 50	51 100	101 200	Over 200		
1-3	4	9	3	2	1		1	2	22	15.7
4-6	3	3		2	1		1		10	7.1
7-9	1	6	3	3	1	2			16	11.5
10-12	1	9	5	1	1	2	2		21	15.0
13-15	4	4	4	1	1			1	15	10.7
16-18	4	7					2		13	9.3
19-21	2	1	2		2	4			11	7.9
22-24	1	5	5	1		1			13	9.3
25-27	2			2	1	3			8	5.7
28-30	1	2							3	2.1
Over 30	1	4		1		1		1	8	5.7
Total	24	50	22	13	8	13	6	4	140	
Percent	17.1	34.7	15.7	9.3	5.7	9.3	4.3	2.9		100.0

teachers in both categories of one to three, and ten to twelve years experience. The experience of superintendents of schools employing one to ten teachers ranged from one to over thirty years. The same range is noted for those serving schools with more than 200 teachers. There does not appear to be any evidence which will allow the establishment of a relationship between the superintendents' experience as superintendents and the size of school served.

Information Regarding the Age of the Superintendents

According to the information in Table XV, twenty-seven (or 19.3 per cent) superintendents completed their program at Oklahoma State University before the age of thirty-one and seventy-three (or 52.1 per cent) before the age of thirty-six. The oldest superintendents to complete a program at Oklahoma State University were between the ages of fifty-six and sixty at the time of program completion. The median age at the time of program completion was 34.8 years.

The information in Table XVI shows that the superintendents range from just under thirty to over sixty-four years of age. The youngest superintendent was twenty-six years of age, and the oldest superintendent was found to be seventy-five years of age. Only sixteen (or 11.4 per cent) superintendents are recorded as being under forty years of age. The median age of the superintendents was 49.9 years.

Table XVII illustrates the respondents' ages as related to size of school. Twenty-four (or 17.1 per cent) superintendents serving schools employing ten or fewer teachers range from under thirty to over sixty-five years of age. Only two (or 8.3 per cent) of that number are under forty years of age. Of the twenty-three (or 16.4 per cent)

TABLE XV
RESPONDENTS GROUPED BY AGE AT COMPLETION OF PROGRAM

Age of Respondents	Number of Respondents	Percent
25-30	27	19.3
31-35	46	32.9
36-40	30	21.4
41-45	25	17.9
46-50	7	5.0
51-55	2	1.4
56-60	3	2.1
Total	140	100.0
Median age at completion of program = 34.8		

superintendents of schools with fifty-one or more teachers, three (or 13.0 per cent) are less than forty-one years of age. Twelve (or 75.0 per cent) of the sixteen superintendents under forty years of age serve the smaller schools; however, three (or 18.8 per cent) of these superintendents are employed by systems having over fifty teachers. The possibility of a relationship between the superintendents' age and size of school served is shown by a tetrachoric correlation coefficient of .37.

Information relating the age of the superintendent to his salary is summarized in Table XVIII. Most of the superintendents under forty

TABLE XVI
RESPONDENTS GROUPED BY AGE

Age	Total	Percent
26-30	1	.7
31-35	6	4.3
36-40	9	6.4
41-45	28	20.0
46-50	27	19.3
51-55	30	21.4
56-60	21	15.0
61-65	12	8.6
Over 65	6	4.3
Total	140	100.0
Median age for respondents = 49.9 years		

receive less than \$10,000 salary. Only three (or 9.3 per cent) of the thirty-two superintendents commanding a salary of \$10,000 or over are under forty; however, those superintendents under forty represent only 11.4 per cent of the entire population covered in this report.

This chapter has been utilized to give a description of the population used in this study. Tables were provided for purposes of illustration and selected factors were cross tabulated to determine possible relationships.

TABLE XVII
RESPONDENT'S AGE AND SIZE OF SCHOOL

Age	Size of School Determined by Number of Teachers								T O T A L	Per- Cent
	1 10	11 20	21 30	31 40	41 50	51 100	101 200	Over 200		
26-30	1								1	.7
31-35	1	4			1				6	4.3
36-40		4	2			1	2		9	6.4
41-45	8	9	3	4	2	1	1		28	20.0
46-50	5	11	3	4	1		3		27	19.3
51-55	3	7	9	3	1	6		1	30	21.4
56-60	2	9	4	1	3	1		1	21	15.0
61-65	2	4	1	1		3		1	12	8.6
Over 65	2	2				1		1	6	4.3
Total	24	50	22	13	8	13	6	4	140	
Percent	17.1	35.7	15.7	9.3	5.7	9.3	4.3	2.9		100.0

A majority of the superintendents included in this study serve school districts employing thirty or fewer teachers. Over 90 per cent of these superintendents received their undergraduate degree from an Oklahoma institution. A possible relationship was found between the selected factors of age and total experience and either the size of school or salary.

TABLE XVIII
RESPONDENT'S AGE AND SALARY

Salary	Age of Respondents									T O T A L	Percent
	26 30	31 35	36 40	41 45	46 50	51 55	56 60	61 65	Over 65		
\$ 5,000- 5,999					1					1	.7
6,000- 6,999							1			1	.7
7,000- 7,999	1	2	2	7	7	5	2	4	1	31	22.1
8,000- 8,999		2	1	6	9	10	7	4	3	42	30.0
9,000- 9,999		2	3	10	7	4	6	1		33	23.7
10,000-10,999				4		5	3	2	1	15	10.7
11,000-11,999						4				4	2.9
12,000-12,999			1	1	1					3	2.1
13,000-13,999					1	1				2	1.4
14,000-14,999			2		1		1	1		5	3.6
Over 15,000						1	1		1	3	2.1
Total	1	6	9	28	27	30	21	12	6	140	
Percent	.7	4.3	6.4	20.0	19.3	21.4	15.0	8.6	4.3		100.0

The following chapter is concerned with the superintendents' opinions of Oklahoma State University's program of preparation in educational administration.

CHAPTER IV

OPINIONS OF GRADUATE EXPERIENCES

Introduction

The purpose of this chapter is to present the data regarding the superintendents' opinions concerning various aspects of the curriculum at Oklahoma State University. It is recognized that these opinions are limited by the experiences of the individual, his concept of what the experiences should consist, and his basic values.

Most of the opinions are categorized according to date of graduation of the respondent since it was believed this separation would be most sensitive to differences resulting from program change. The year 1954 was established as a division point as a result of various faculty changes about that time as well as an increased emphasis on theory in administration. The factors of age and size of school were used where they appeared more relevant to the question.

Where opinion differences are not apparent, total responses are used to reflect a general consensus of opinion. Since all superintendents did not respond to every item, the total number of responses in each category will vary. Percentages appear in parenthesis following the number they represent and are based on the total number of superintendents in the category they describe.

The Influence of Certain Factors on the Choice of
Oklahoma State University for Graduate Work

The influence of various factors on the superintendents' choice of Oklahoma State University for graduate work is shown in Table XIX. The superintendents are categorized with those graduating before 1954 in one category and those graduating after that date in another category. There was a total of seventy-three in the first category and sixty-seven in the latter.

Forty-six (or 32.9 per cent) superintendents felt that academic and degree requirements at Oklahoma State University had "much" favorable influence on their choice of this University for their graduate work. Sixty-one (or 43.6 per cent) superintendents indicated these requirements had "some" favorable influence, and twenty-six (or 18.6 per cent) superintendents felt they were of "very little" influence. Little difference is noted in the response to this question between those graduating before 1954 and those graduating after 1954 as shown by the information in Table XIX.

The reputation of the faculty was felt to have "some" favorable influence by sixty-two (or 44.3 per cent) superintendents. Thirty-nine (or 27.9 per cent) superintendents felt the reputation of the faculty had "much" favorable influence, and that thirty-two (or 22.9 per cent) superintendents indicated this had "very little" favorable influence.

The accessibility of location was signified to be of "much" importance to a large percentage of both groups. A slightly larger percentage is noted among those superintendents who graduated before 1954. It is possible that this difference is a result of greater transportation difficulties in the earlier era.

TABLE XIX

THE INFLUENCE OF CERTAIN FACTORS ON THE CHOICE OF OKLAHOMA STATE UNIVERSITY FOR GRADUATE WORK

Contributing Factors	Date of Graduation								
	<u>Before 1954</u>			<u>1954 and After</u>			<u>Total</u>		
	Much	Some	Very Little	Much	Some	Very Little	Much	Some	Very Little
Academic and degree requirements	22 (30.1)*	33 (45.2)	12 (16.4)	24 (35.8)	28 (41.8)	14 (20.9)	46 (32.9)	61 (43.6)	26 (18.6)
Reputation of the faculty	21 (28.8)	29 (39.7)	17 (23.3)	18 (26.9)	33 (49.2)	15 (22.4)	39 (27.9)	62 (44.3)	32 (22.9)
Accessibility of location	36 (49.3)	13 (17.8)	19 (26.0)	30 (44.8)	16 (23.9)	20 (29.8)	66 (47.1)	29 (20.7)	39 (27.9)
Recommendations of friends and associates	34 (46.6)	23 (31.5)	13 (17.8)	17 (25.4)	32 (47.8)	17 (25.4)	51 (36.4)	55 (39.3)	30 (21.4)
Amount of tuition	4 (5.5)	30 (41.1)	33 (45.2)	4 (6.0)	16 (23.9)	47 (70.1)	8 (5.7)	46 (32.9)	80 (57.1)
General reputation of the university	50 (68.5)	17 (23.3)	5 (6.8)	34 (50.7)	23 (34.3)	9 (13.4)	84 (60.0)	40 (28.6)	14 (10.0)
Reputation regarding the placement of graduates	6 (8.2)	21 (28.8)	40 (54.8)	9 (13.4)	18 (26.9)	41 (61.2)	15 (10.7)	39 (27.9)	81 (57.9)
Offer of financial aid	3 (4.1)	6 (8.2)	53 (72.6)	1 (1.5)	4 (6.0)	58 (79.4)	4 (2.9)	10 (7.1)	111 (79.3)
University reaction to your inquiries	12 (16.4)	29 (39.7)	27 (36.8)	16 (23.9)	10 (22.4)	31 (46.3)	28 (20.0)	44 (31.4)	58 (41.4)

* Numbers in parentheses indicate percentages

A substantial difference is noted in the response of the two groups of superintendents regarding the amount of favorable influence exerted by friends and associates. Thirty-four (or 46.6 per cent) superintendents who graduated before 1954 felt the recommendation of friends and associates should be rated as "much". Only seventeen (or 25.4 per cent) superintendents who graduated after that time indicated "much", while thirty-two (or 47.8 per cent) of those superintendents rated this factor as being of "some" favorable influence.

Exactly half of the superintendents (or 50.0 per cent) rated the amount of tuition as having very little favorable influence upon their choice of Oklahoma State University for graduate work. The percentage of the superintendents who indicated "very little" as their response gives some reason to conclude that the amount of tuition was more important as a reason for choice before 1954.

The general reputation of the university was given a rating of "much" favorable influence by fifty (or 68.5 per cent) of those superintendents graduating before 1954. Thirty-four (or 50.7 per cent) of those graduating after that era gave this factor a similar ranking. In all, eighty-four (or 60.0 per cent) respondents rated the university's general reputation to be of "much" favorable influence. This is the highest rating given any one factor.

The superintendents' response to the degree of favorable influence exerted by the university's placement of graduates and offers of financial aid indicated that they were of "very little" influence in determining the choice of university for graduate study to eighty-one (or 57.9 per cent) and 111 (or 79.3 per cent) of the superintendents,

respectively. The importance of the university reaction to inquiries ranked only slightly more favorably than the preceding factors.

Additional response to the question concerning reasons for choice of Oklahoma State University for graduate work generally intimated a favorable acquaintance with university personnel and a confidence in their ability. Friendliness was a key word in several responses. Other comments were concerned with the accessibility of the university.

Content of the Subject Area

The responses of the superintendents regarding the appropriateness of emphasis in the various subject areas of educational administration are shown in Table XX. Since the size of school is an important determinant of the problems the superintendent must face, the responses were divided by the size of school as determined by the number of teachers in the school district. One hundred seventeen superintendents serving schools employing fifty or fewer teachers were assigned to one category; the remaining twenty-three superintendents were included in the group serving schools of over fifty teachers.

It was the general feeling of a majority of the respondents, ninety-five (or 67.9 per cent), that the university's emphasis in statistics and measurement was "all right" as shown in Table XX.

A majority of the respondents also indicated that they felt the emphasis in psychology was "all right". However, twenty-eight (or 20.0 per cent) superintendents felt "more emphasis" was needed in this area.

Ninety-seven (or 69.3 per cent) respondents agreed that the emphasis in history and philosophy of education was "all right" and eighty-six (or 61.4 per cent) respondents felt no need of a change in

TABLE XX

Opinions of the Program Content

Areas	1 to 50 Teachers			Over 50 Teachers			Total		
	More Emphasis	All Right	Less Emphasis	More Emphasis	All Right	Less Emphasis	More Emphasis	All Right	Less Emphasis
Statistics and measurements	21 (17.9)*	80 (68.4)	11 (9.4)	2 (8.7)	15 (65.2)	4 (17.4)	23 (16.4)	95 (67.9)	15 (10.7)
Psychology	25 (21.4)	72 (61.5)	11 (9.4)	3 (13.0)	17 (73.9)	1 (4.3)	28 (20.0)	89 (63.6)	12 (8.6)
History and philosophy of education	12 (10.2)	82 (70.1)	18 (15.4)	2 (8.7)	15 (65.2)	5 (21.7)	14 (10.0)	97 (69.3)	23 (16.4)
Research and thesis	19 (16.2)	72 (61.5)	22 (18.3)	2 (8.7)	14 (60.9)	5 (26.1)	21 (15.0)	86 (61.4)	27 (19.3)
Curriculum and instruction	59 (50.4)	51 (43.6)	3 (2.6)	17 (73.9)	4 (17.4)	1 (4.3)	76 (54.3)	55 (39.3)	4 (2.9)
Cognate fields	30 (25.6)	75 (64.1)	7 (6.0)	10 (43.5)	7 (30.4)	4 (17.4)	40 (28.6)	82 (58.6)	11 (7.9)
Finance and business management	75 (64.1)	38 (32.5)	0 (0.0)	19 (82.6)	3 (13.0)	0 (0.0)	94 (67.1)	41 (29.3)	0 (0.0)
Supervision	54 (46.2)	58 (49.6)	2 (1.7)	12 (52.2)	9 (34.1)	0 (0.0)	66 (47.1)	67 (47.9)	2 (1.4)
School law	46 (39.3)	68 (58.1)	2 (1.7)	10 (43.5)	12 (52.2)	0 (0.0)	56 (40.0)	80 (57.1)	2 (1.4)
Public relations	62 (53.0)	52 (44.4)	1 (0.8)	12 (52.2)	11 (47.8)	0 (0.0)	73 (52.1)	63 (45.0)	1 (0.7)
Organization and administration	61 (52.1)	53 (45.3)	1 (0.8)	12 (52.2)	9 (39.1)	0 (0.0)	73 (52.1)	62 (44.3)	1 (0.7)
Plant planning and management	64 (54.7)	51 (43.6)	1 (0.8)	13 (56.5)	9 (39.1)	0 (0.0)	77 (55.0)	60 (42.9)	1 (0.7)

*Numbers in parentheses indicate percentages

emphasis in the area of research and thesis. There were twenty-seven (or 19.3 per cent) respondents, however, who felt "less emphasis" in research and thesis would be appropriate. This was the largest response for any area indicating "less emphasis" would be appropriate.

The area of curriculum and instruction was seen to be in need of "more emphasis" by a majority, seventy-six (or 54.3 per cent) of the respondents. A considerably larger percentage of those superintendents serving schools with over fifty teachers felt a need for "more emphasis" in this area, as indicated by the response of seventeen (or 73.9 per cent) of these respondents.

Eighty-four (or 60.0 per cent) respondents felt that the emphasis in cognate fields such as sociology and economics was "all right", but thirty-eight (or 27.1 per cent) superintendents indicated a need for "more emphasis" in this area. Superintendents of schools with over fifty teachers reacted more favorably to a need for "more emphasis" than did the superintendents of the smaller schools.

The largest majority who felt a need for more emphasis in a given subject area was ninety-four (or 67.1 per cent) of the reporting superintendents. These respondents pointed to a need for "more emphasis" in the area of finance and business management. No respondent felt that "less emphasis" in this area would be appropriate. It is again noted that the superintendents of the larger schools reacted more strongly to a need for "more emphasis". Nineteen (or 82.6 per cent) of these superintendents indicated this need for "more emphasis".

The opinions regarding supervision were almost evenly divided with sixty-seven (or 47.9 per cent) respondents indicating the emphasis

was "all right" and sixty-six (or 47.1 per cent) respondents expressing a concern for "more emphasis".

Eighty (or 57.1 per cent) respondents felt that the emphasis in school law was "all right", but fifty-six (or 40.0 per cent) respondents expressed a need for "more emphasis" in this area.

Between 52.1 per cent and 56.5 per cent of the superintendents indicated the areas of public relations, organization and administration, and plant planning and management as needing "more emphasis". In each of these three areas only one person indicated "less emphasis" would be appropriate, while the other superintendents responding to these questions signified the present emphasis was "all right".

Opinions Regarding Methods of Instruction

Table XXI gives an appraisal by the respondents of the various experience available at Oklahoma State University in preparation for the superintendency. The information from the superintendents in this table is categorized in the same manner as Table XIX.

Eighty-two (or 58.6 per cent) respondents expressed the opinion that classroom lectures were of "some" help in preparation for a position as superintendent. A feeling of "much" contribution was somewhat stronger among those superintendents graduating after 1954.

The writing of term papers was felt to be of "some" benefit in preparation for the superintendency by sixty-eight (or 48.6 per cent) respondents; however, fifty-six (or 50.0 per cent) superintendents reported this experience contributed "very little".

TABLE XXI
OPINIONS REGARDING METHODS OF INSTRUCTION

Experiences	Date of Graduation								
	<u>Before 1954</u>			<u>1954 and After</u>			<u>Total</u>		
	Much	Some	Very Little	Much	Some	Very Little	Much	Some	Very Little
Classroom lectures	17 (23.3)*	47 (63.6)	6 (8.2)	26 (38.8)	35 (52.2)	6 (9.0)	43 (30.7)	82 (58.6)	12 (8.6)
Writing of term papers	7 (9.6)	33 (45.2)	28 (38.4)	6 (9.0)	35 (52.2)	28 (41.8)	13 (9.3)	68 (48.6)	56 (40.0)
Assigned reading	19 (26.0)	44 (60.3)	6 (8.2)	19 (28.4)	37 (55.2)	12 (17.9)	38 (27.1)	81 (57.9)	18 (12.9)
Class discussion and seminars	50 (68.5)	15 (20.5)	3 (4.1)	54 (80.6)	11 (16.4)	1 (1.5)	104 (74.3)	26 (18.6)	4 (2.9)
Guidance from adviser	34 (46.6)	23 (31.5)	9 (12.3)	27 (40.3)	30 (44.8)	10 (14.9)	61 (43.6)	53 (37.9)	19 (13.6)
Informal association with the faculty	33 (45.2)	24 (32.9)	11 (15.1)	32 (47.8)	25 (37.3)	10 (14.9)	65 (46.4)	49 (35.0)	21 (15.0)
Work on assistantship	13 (17.8)	26 (35.6)	12 (16.4)	19 (27.9)	26 (38.8)	23 (34.3)	23 (16.4)	52 (37.1)	35 (25.0)
Association with other graduate students	42 (57.5)	27 (37.0)	9 (0.0)	49 (73.1)	17 (25.4)	1 (1.5)	91 (65.0)	44 (31.4)	1 (0.7)
Internship	18 (24.6)	23 (31.5)	12 (16.4)	12 (17.9)	23 (34.3)	17 (25.4)	30 (21.4)	46 (32.9)	29 (20.7)
Public lectures and meetings	12 (16.4)	45 (61.6)	9 (12.3)	16 (23.9)	35 (52.2)	16 (23.9)	28 (20.0)	80 (57.1)	25 (17.9)
Study for comprehensive examinations	10 (13.7)	38 (52.0)	18 (24.6)	6 (9.0)	29 (43.3)	31 (46.3)	16 (11.4)	67 (47.9)	49 (35.0)
Work on thesis	19 (26.0)	83 (45.2)	17 (23.3)	6 (9.0)	26 (38.8)	28 (41.8)	25 (17.9)	59 (42.7)	45 (32.1)

Assigned readings were felt to be valuable in "some" degree by eighty-one (or 57.9 per cent) respondents.

The largest majority recorded on any item in Table XXI was 104 (or 74.3 per cent) respondents. This group signified class discussion and seminars as contributing "much" to preparation for a position as superintendent.

Those superintendents graduating after 1954 generally felt that guidance from the adviser exerts less contribution to preparation for the superintendency than did the superintendents graduating before that time. In the entire group, sixty-one (or 43.6 per cent) superintendents signified adviser guidance to be of "much" importance.

There was no clear majority feeling by respondents as to the amount of contribution to superintendency preparation by informal association with the faculty. More of those casting votes, however, chose the "much" response in preference to "some" or "very little".

No more than fifty-two (or 37.1 per cent) superintendents favored any one response in the question regarding work on assistantship. The largest response signified this experience was of "some" worth. Several of the superintendents made no response to this section of the question.

Association with other graduate students was pointed out as contributing "much" to preparation for the superintendency by ninety-one (or 65.0 per cent) respondents. Forty-nine (or 73.1 per cent) of those superintendents graduating after 1953 made this response as opposed to forty-two (or 57.5 per cent) of those graduating before 1954.

Tabulation of results in the area of internship was similar to that of work on assistantship. The greatest number of respondents felt there would be "some" contribution from this experience.

Eighty (or 57.1 per cent) respondents expressed the opinion that public lectures and meetings contributed in "some" degree to preparation for a superintendency.

According to sixty-seven (or 47.9 per cent) respondents, "some" contribution to preparation for the superintendency was made through study for comprehensive examinations. Over thirty per cent of the respondents indicated that this factor was of "very little" use in this preparation.

Nineteen (or 26.0 per cent) superintendents who graduated before 1954 felt that work on thesis was of "much" contribution to preparation for the superintendency; thirty-three (or 45.2 per cent) superintendents indicated this was of "some" benefit and seventeen (or 23.3 per cent) felt it was of "very little" help. Twenty-eight (or 41.5 per cent) superintendents graduating after that date felt thesis work to be of "very little" benefit. Only six (or 9.0 per cent) of these superintendents signified thesis work to be of "much" aid.

The superintendents' comments regarding methods of instruction fell under no general category. Several comments had to do with a lack of agreement with the thesis requirement and a feeling of need for more work in speech.

Extent of Contributions to Competency as a Superintendent

The extent that experiences at Oklahoma State University contribute to certain competencies generally felt to be useful for

superintendents is shown in Table XXII. Since the division according to date of graduation reveals no important differences, only total results are discussed in this section.

Sixty-nine (or 49.3 per cent) and sixty-three (or 45.0 per cent) of the respondents felt that their experience at Oklahoma State University contributed "much" or "some", respectively, to an understanding of their major field.

"Some" feeling of adequate understanding of the supporting areas in educational administration, as a result of experiences at Oklahoma State University, was signified by ninety-seven (or 69.3 per cent) respondents.

Over half, seventy-one (or 50.7 per cent), of the respondents ranked their experiences at Oklahoma State University as contributing "some" to their ability to do critical thinking.

The opinions of the respondents regarding their ability to carry out research as a result of Oklahoma State University experiences were nearly evenly divided between the responses of "much" and "some".

Exactly half of the respondents felt that, as a result of their experiences at Oklahoma State University, they had acquired the ability to interpret and apply research to "some" degree. Fifty-four (or 38.6 per cent) respondents signified "much" as the degree to which they had acquired the competency mentioned.

Similar results were discovered in the ability to communicate effectively through written and oral expression. Both tabulations favored "some" contribution by the superintendents' experiences at Oklahoma State University toward competency in those areas. It

TABLE XXII

THE EXTENT OF CONTRIBUTIONS TO COMPETENCY AS A SUPERINTENDENT

Competencies	Date of Graduation								
	Before 1954			1954 and After			Total		
	Much	Some	Very Little	Much	Some	Very Little	Much	Some	Very Little
Extensive understanding of your major field	36 (49.3)*	32 (43.8)	4 (5.5)	33 (49.2)	31 (46.3)	1 (1.5)	69 (49.3)	63 (45.0)	5 (3.6)
Adequate understanding of the supporting area	16 (21.9)	52 (71.2)	2 (2.7)	16 (23.9)	45 (67.2)	3 (4.5)	32 (22.9)	97 (69.3)	5 (3.6)
Ability to do critical thinking	24 (32.9)	42 (57.5)	3 (4.1)	23 (34.3)	29 (43.3)	3 (4.5)	47 (33.6)	71 (50.7)	6 (4.3)
Ability to carry out research	32 (43.8)	33 (45.2)	5 (6.8)	29 (43.3)	28 (41.8)	6 (9.0)	61 (43.6)	61 (43.6)	11 (7.9)
Ability to interpret & apply research	28 (38.4)	35 (47.9)	5 (6.8)	25 (37.3)	35 (52.2)	4 (6.0)	53 (37.9)	70 (50.0)	9 (6.4)
Ability to communicate effectively through written expression	17 (23.3)	40 (54.8)	12 (16.4)	16 (23.9)	39 (58.2)	10 (14.9)	33 (23.6)	79 (56.4)	22 (15.7)
Ability to communicate effectively through oral expression	12 (16.4)	44 (60.3)	13 (17.8)	13 (19.4)	43 (64.2)	9 (13.4)	25 (17.9)	87 (62.1)	22 (15.7)
Skill in working cooperatively in small groups	28 (38.4)	38 (52.0)	5 (6.8)	28 (41.8)	33 (49.2)	4 (6.0)	56 (40.0)	71 (50.7)	9 (6.4)
Familiarity with professional journals & other materials in your field	33 (45.2)	30 (41.1)	6 (8.2)	27 (40.3)	30 (44.8)	8 (11.9)	60 (42.9)	60 (42.9)	14 (10.0)

*Numbers in parentheses indicate percentages

TABLE XXII (Continued)

Attainment of an educational philosophy which actually governs your actions as an administrator	32 (43.8)	34 (46.6)	3 (4.1)	29 (43.3)	31 (46.3)	5 (7.5)	61 (43.6)	63 (45.0)	8 (5.7)
Feeling of confidence in your ability to function successfully on your first job after graduation	30 (41.1)	31 (42.5)	9 (12.3)	25 (37.3)	29 (43.3)	10 (14.9)	55 (39.3)	60 (42.9)	19 (13.6)

* Numbers in parentheses indicate percentages

may be important to note that twenty-two (or 15.7 per cent) respondents indicated that they had received "very little" contribution from their experience at Oklahoma State University in these competencies.

Seventy-one (or 50.7 per cent) respondents indicated that experiences at Oklahoma State University contributed to skill in working cooperatively in small groups to "some" degree. "Much" contribution was marked by fifty-six (or 40.0 per cent) respondents.

Exactly the same number of respondents, sixty (or 42.9 per cent), signified "much" and "some" as the amount that Oklahoma State University contributed to their familiarity with professional journals and other materials in the field.

Similar opinions were indicated for the questions concerning attainment of an educational philosophy which actually governs actions as an administrator and feeling of confidence in ability to function successfully on the first job after graduation. In both questions, slightly more respondents indicated "some", rather than "much", contribution toward the competencies indicated as a result of their experiences at Oklahoma State University.

Ratings of Library Facilities

The information in Table XXIII concerns the superintendents' rating of the library facilities at Oklahoma State University. The date of graduation is used for categorization of responses.

The number and selection of library materials was given a "good" rating by 115 (or 82.1 per cent) superintendents. Twenty-four (or 17.1 per cent) superintendents rated this facility "average". Similar ratings were given for accessibility of materials, cooperation of

TABLE XXIII
RATINGS OF LIBRARY FACILITIES

Area	Date of Graduation								
	<u>Before 1954</u>			<u>1954 and After</u>			<u>Total</u>		
	Good	Average	Poor	Good	Average	Poor	Good	Average	Poor
Number and selection of materials	58 (79.4)*	10 (13.7)	0 (0.0)	37 (85.1)	14 (20.9)	0 (0.0)	115 (82.1)	24 (17.1)	0 (0.0)
Accessibility of materials	56 (76.7)	11 (15.1)	0 (0.0)	57 (85.1)	13 (19.4)	1 (1.5)	113 (80.7)	24 (17.1)	1 (0.7)
Cooperation of library staff	58 (79.4)	9 (12.3)	0 (0.0)	57 (85.1)	14 (20.9)	0 (0.0)	115 (82.1)	23 (16.4)	0 (0.0)
Facilities for individual work	58 (79.4)	9 (12.3)	1 (1.4)	47 (70.1)	14 (20.9)	5 (7.5)	105 (75.0)	23 (16.4)	6 (4.3)
Service in acquiring materials not currently available	40 (54.8)	23 (31.5)	1 (1.4)	31 (46.3)	38 (38.8)	3 (4.5)	71 (50.7)	61 (43.6)	4 (2.9)

* Numbers in parentheses indicate percentages

library staff, and facilities for individual work.

Although the ratings by both groups were similar, it is noted that the superintendents who graduated after 1954 gave generally higher ratings in the first three areas while rating facilities for individual work somewhat lower than the earlier graduating superintendents.

Over half, seventy-one (or 50.7 per cent), of the superintendents indicated a feeling that the library gave "good" service in acquiring materials not currently available. Nearly as many, sixty-one (or 43.6 per cent), rated this service as average. Additional comments on library facilities may be seen in Appendix C. Several older superintendents expressed a lack of familiarity with the present library. Other comments ranged from highly complimentary to critical of specific aspects.

Ratings of Placement Office Services

Table XXIV shows the ratings of placement office services by the superintendents. The superintendents are grouped in this table according to the date of graduation.

Eighty-one (or 57.9 per cent) superintendents rated the placement office "good" in number and selection of openings available to graduates.

The "good" ratings given the placement office regarding the number and selection of prospective employees comprised slightly less than fifty per cent of the total. Most of this drop in percentage is traceable to a less favorable report by the superintendents graduating before 1954.

TABLE XXIV
RATINGS OF PLACEMENT OFFICE SERVICES

Services	Date of Graduation								
	<u>Before 1954</u>			<u>1954 and After</u>			<u>Total</u>		
	Good	Average	Poor	Good	Average	Poor	Good	Average	Poor
Number and selection of openings available to graduates	44 (60.3)*	21 (28.8)	2 (2.7)	37 (55.2)	18 (26.9)	2 (3.0)	81 (57.9)	39 (27.9)	4 (2.9)
Number and selection of prospective employees	32 (43.8)	33 (45.2)	2 (2.7)	36 (53.7)	20 (29.8)	2 (3.0)	68 (48.6)	53 (37.9)	4 (2.9)
Helpfulness of placement office personnel to job applicant	42 (57.5)	21 (28.8)	1 (1.4)	41 (61.2)	14 (20.9)	2 (3.0)	83 (59.3)	35 (25.0)	3 (2.1)
Helpfulness of placement office personnel to you as a prospective employer	41 (56.2)	23 (31.5)	3 (4.1)	39 (58.2)	17 (25.4)	4 (6.0)	80 (57.1)	40 (28.6)	7 (5.0)
Communications with graduates	30 (41.1)	25 (34.2)	8 (11.0)	29 (43.3)	22 (32.8)	8 (11.9)	59 (42.1)	47 (33.6)	16 (11.4)

* Numbers in parentheses indicate percentages

The helpfulness of placement office personnel to job applicants and to prospective employers was given a rating of "good" by eighty-three (or 59.3 per cent) and eighty (or 57.1 per cent) superintendents, respectively.

Fifty-nine (or 42.1 per cent) superintendents rated the placement office "good" in communications with graduates. Forty-seven (or 33.6 per cent) rated the placement office "average" in this respect, and sixteen (or 11.4 per cent) rated it "poor".

Nearly all additional comments on this section of the questionnaire indicated a high degree of satisfaction with the services provided by the placement office. Specific comments are recorded in Appendix C.

University Services to Public Schools

Table XXV concerns the superintendents' opinions of various services provided by Oklahoma State University to the public schools. Since the size of the school is often a determinant of the services used, the superintendents' opinions expressed in this table are divided according to the size of school. A fourth response to this item, "should be deleted", is not included in the table because of insignificant returns.

A greater majority of superintendents of schools employing over fifty teachers felt that the university's service in the area of workshops, clinics, and seminars was "very useful". Of the total number of respondents, only four (or 3.4 per cent) smaller school superintendents were "not acquainted" with this service.

The response to the question regarding conference organizations and facilities was similar for the larger and the smaller schools;

TABLE XXV

OPINIONS OF UNIVERSITY SERVICES TO PUBLIC SCHOOLS

Services	<u>1 to 50 Teachers</u>			<u>Over 50 Teachers</u>			<u>Total</u>		
	Very Useful	Of Some Use	Not Acquainted	Very Useful	Of Some Use	Not Acquainted	Very Useful	Of Some Use	Not Acquainted
Workshops, clinics, and seminars	67 (57.2)*	43 (36.8)	4 (3.4)	17 (73.9)	6 (26.1)	9 (0.0)	84 (60.0)	49 (35.0)	4 (2.9)
Conference organizations and facilities	52 (44.4)	52 (44.4)	9 (7.7)	13 (56.5)	9 (39.1)	1 (4.3)	65 (46.4)	61 (43.6)	10 (7.1)
Correspondence courses	30 (25.6)	55 (47.0)	21 (17.9)	5 (21.7)	6 (26.1)	8 (34.8)	40 (28.6)	61 (43.6)	29 (2.7)
School surveys	19 (16.2)	66 (56.4)	21 (17.9)	7 (30.4)	12 (52.2)	1 (4.3)	26 (18.6)	78 (55.7)	22 (15.7)
Provision of public speakers	32 (27.4)	63 (53.8)	15 (12.8)	4 (21.7)	14 (60.9)	2 (8.7)	36 (25.7)	77 (55.0)	17 (12.1)
Distribution of research results	32 (27.4)	59 (50.4)	17 (14.5)	8 (34.8)	15 (65.2)	0 (0.0)	40 (28.6)	74 (52.9)	17 (12.1)
Consultation with university personnel	47 (40.2)	46 (39.3)	19 (16.2)	14 (60.9)	6 (26.1)	1 (4.3)	61 (43.6)	52 (37.1)	20 (14.3)

*Numbers in parentheses indicate percentages

however, nine (or 7.7 per cent) superintendents of schools employing fifty or fewer teachers were "not acquainted" with this service.

More of the superintendents of schools employing one through fifty teachers felt that correspondence courses were of some use. Eight (or 34.8 per cent) superintendents of schools employing over fifty teachers and twenty-one (or 17.9 per cent) superintendents of smaller schools were "not acquainted" with this service. Seven (or 5.0 per cent) superintendents indicated this service "should be deleted".

A majority of seventy-eight (or 55.7 per cent) superintendents indicated that school surveys were "of some use". Twenty-one (or 17.9 per cent) superintendents of schools employing fewer than fifty teachers, however, indicated that they were "not acquainted" with this service. The question regarding provision of public speakers had a similar result.

Superintendents of schools employing over fifty teachers indicated a more favorable response toward distribution of research results than superintendents in the smaller schools. Much of the difference may be accounted for by the indication of seventeen (or 14.5 per cent) of the smaller school superintendents that they were "not acquainted" with this service.

Fourteen (or 60.9 per cent) superintendents serving schools employing over fifty teachers indicated that consultation with university personnel was "very useful". This compares with a response of forty-seven (or 40.2 per cent) superintendents of smaller schools who indicated this service was "very useful".

Additional comments concerning this section of the questionnaire are reproduced in Appendix C. Most comments were suggestions for improvements, but no general pattern was visible.

Fulfillment of Expectations

The degree to which the position of superintendent of schools has met the expectation of the respondents is revealed in Table XXVI. In an attempt to present any change in attitude, the information in this table is divided according to age. Those who were forty-five years of age or less January 1, 1967, were assigned to the category "45 and under" and those over that age are designated as "over 45".

Over half, seventy-three (or 52.1 per cent), of the superintendents felt that their expectations regarding opportunity for achievement were fulfilled to a "great degree". Sixty-five (or 46.4 per cent) superintendents indicated this was true to "some degree".

Seventy-eight (or 55.7 per cent) respondents indicated that their expectation concerning an opportunity for recognition had been fulfilled to "some" extent by assuming the position of superintendent.

Only thirty-one (or 32.3 per cent) superintendents over forty-five years of age indicated that their expectation of opportunity for advancement had been satisfied to a "great degree"; however, twenty (or 45.4 per cent) of the younger superintendents gave this indication.

Generally, the superintendents felt that their expectations regarding the satisfaction of the work itself were fulfilled to a "great degree". This indication was given by ninety-eight (or 70.0 per cent) superintendents, whereas forty (or 28.6 per cent) indicated this

TABLE XXVI
DEGREE THE POSITION OF SUPERINTENDENT
FULFILLS CERTAIN EXPECTATIONS

Expectations	<u>45 and Under</u>			<u>Over 45</u>			<u>Total</u>		
	Great Degree	Some Degree	Not at All	Great Degree	Some Degree	Not at All	Great Degree	Some Degree	Not at All
Opportunity for achievement	22(50.0)*	20(45.4)	2(4.5)	51(53.1)	45(46.9)	0(0.0)	73(52.1)	65(46.4)	2(1.4)
Opportunity for recognition	15(34.1)	26(59.1)	2(4.5)	39(40.6)	52(54.2)	2(2.1)	51(36.4)	78(55.7)	4(2.9)
Opportunity for advancement	20(45.4)	20(45.4)	4(9.1)	31(32.3)	56(58.3)	4(4.2)	51(36.4)	76(54.3)	8(5.7)
Satisfaction of the work itself	30(68.2)	13(29.5)	1(2.3)	68(70.8)	27(28.1)	1(1.0)	98(70.0)	40(28.6)	2(1.4)
Need to accept responsibility	30(68.2)	13(29.5)	1(2.3)	68(70.8)	24(25.0)	0(0.0)	98(70.0)	37(26.4)	1(0.7)
Salary	5(11.4)	35(79.5)	5(11.4)	12(12.5)	67(69.8)	13(13.5)	17(12.1)	102(72.9)	18(12.9)
Freedom from restrictions	5(11.4)	27(61.4)	11(25.0)	16(16.7)	50(52.1)	28(29.2)	21(15.0)	77(55.0)	26(18.6)
Necessity for technical competence	9(20.4)	32(72.7)	3(6.8)	35(36.5)	57(59.4)	1(1.0)	44(31.4)	89(63.6)	4(2.9)
Necessity for interpersonal relations	18(40.9)	25(56.8)	1(2.3)	50(52.1)	38(39.6)	0(0.0)	68(48.6)	63(45.0)	1(0.7)
Working conditions	13(29.5)	29(65.9)	2(4.5)	31(32.3)	59(61.5)	3(3.1)	44(31.4)	88(62.9)	5(3.6)

*Numbers in parentheses indicate percentages

expectation was fulfilled to "some degree". A nearly identical response was given concerning the need to accept responsibility.

The largest number responding in any category concerning expectations was 102 (or 72.9 per cent) superintendents. This response signified a fulfillment of expectations in salary to "some degree". Only seventeen (or 12.1 per cent) superintendents signified this was true to a "great degree", and eighteen (or 12.9 per cent) superintendents signified "not at all".

While over half of the superintendents felt their expectations were satisfied in freedom from restrictions, eighteen (or 12.9 per cent) indicated this was "not at all" their feeling.

A larger percentage of those superintendents over forty-five felt that the necessity for technical competence was to a "great degree" what they expected. This was also the case concerning expectations of necessity for interpersonal relations. In the question regarding necessity for technical competence, the difference in percentage assigned to the response "great degree" was 16.1 per cent. The difference assigned to the response "great degree" pertaining to expectations of necessity for interpersonal relations was 11.2 per cent.

Eighty-eight (or 62.9 per cent) superintendents signified that the working conditions of a superintendent conformed to their expectations to "some degree". Forty-four (or 31.4 per cent) superintendents responding to this question signified that the working conditions were to a "great degree" what they expected.

Only one superintendent commented on this section. However, it is possible that he expressed the feeling of several of his colleagues when he wrote, "With all this federal intervention, it is one Hell of

a poor job."

The opinions of the superintendents as to the strengths and weaknesses of the program in educational administration have been discussed in Chapter IV. The area indicated most frequently as being in need of more emphasis was finance and business management. Class discussions and seminars received the highest commendation as a method of teaching. Generally the superintendents signified that the learning experiences at Oklahoma State University were most useful and that their expectations were fulfilled by the position of superintendent of schools.

Conclusions reached and recommendations made as a result of the information gathered in this investigation are given in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Introduction

This chapter summarizes some of the more salient findings of the preceding chapters. From these findings certain conclusions are drawn and recommendations are made.

The purpose of this survey is to present information concerning the superintendents' educational and vocational background, their satisfaction with their professional positions, and their opinions of various experiences with Oklahoma State University. It is also the purpose of the survey to point out any findings which could be of aid in planning new programs or supporting the present program.

Major sources of data used in this study were the State Department of Education records and a questionnaire sent to former graduates of Oklahoma State University now serving as superintendents in Oklahoma.

Summary of Characteristics of the Superintendents

This study is concerned with 140 (or 95.2 per cent) of 147 superintendents of Oklahoma schools who received their highest degrees from Oklahoma State University.

A majority of ninety-six (or 68.5 per cent) of the superintendents included in this study serve school districts employing thirty or fewer teachers. Although the concentration is heaviest in the Central, East Central, and Northeastern sections of the State, the superintendents are deployed more evenly than might be supposed.

It is noted that 130 (or 92.9 per cent) of the respondents received their undergraduate degrees from an Oklahoma institution. Over one-third of the respondents signified that they had received an undergraduate major in social studies.

Sixty-five (or 46.4 per cent) superintendents signified that they had some teaching duties in addition to their work as superintendents.

A majority of the superintendents received their degree during the period from 1949 to 1959; however, those superintendents with doctorate degrees earned them in the period from 1959 to 1966. As may be expected, most of the latter superintendents serve larger schools and earn larger salaries than the majority of the superintendents.

Nearly half of the superintendents have been employed in their present positions for three or fewer years. The median tenure is 3.3 years. There seems to be little relation between tenure and either size of school or salary.

It is evident that most superintendents serve several years in other positions in education before becoming a superintendent. No relationship is apparent, however, between the superintendents' experience as superintendents and either size of school or salary. Total experience appears to have a small positive relationship to these variables.

One hundred three (or 73.6 per cent) superintendents received their highest degree from Oklahoma State University before the age of forty-one. The median age at the time of receiving this degree was 34.8 years. There is some indication that a positive relationship may exist between age and size of school.

Summary of the Superintendents' Opinions of Certain Aspects of the
Oklahoma State University Curriculum

Most of the responses in this section are categorized according to the date of graduation of the respondent. The factors of age or size of school are used where they appear more relevant.

The superintendents signified the accessibility of location as a major determinant of the choice of Oklahoma State University for graduate study. The factor indicated most frequently as being of "much" influence, however, was the general reputation of the University. This feeling was more prevalent among the superintendents graduating before 1954. Those superintendents graduating before 1954 also put more emphasis on the influence of friends and associates in their decision to choose Oklahoma State University for graduate work. It is noted that the amount of tuition, reputation regarding placement of graduates, and offers of financial aid were signified as having "very little" influence on this decision by a majority of the respondents.

The area indicated most frequently as being in need of "more emphasis" was finance and business management. Ninety-four (or 67.1 per cent) superintendents signified this area was in need of "more emphasis". The areas of curriculum and instruction, public relations, organization and administration, and plant planning and management drew a majority response indicating a need for more emphasis.

Superintendents of schools employing over fifty teachers reacted more strongly to a need for more emphasis in the areas of curriculum and instruction, cognate fields, and finance and business management than did superintendents of the smaller schools.

The method of instruction receiving the highest commendation was class discussion and seminars. One hundred four (or 74.3 per cent) respondents signified that this method contributed much to preparation for a position as a superintendent. The association with other graduate students also ranked high as a method of preparation. Those superintendents graduating after 1954 generally felt more favorably toward classroom lectures and association with other graduate students than did those graduating before that time. These later graduates also expressed a less favorable reaction to guidance from adviser and were more derogatory toward work on thesis.

Generally the superintendents gave a favorable report of the contribution of Oklahoma State University experiences to certain competencies useful to a superintendent. The responses indicated that some weaknesses existed in experience leading to the ability to communicate effectively through written and oral expression and an adequate understanding of supporting areas.

The most frequent rating given the various library facilities was "good". From 75.0 per cent to 62.2 per cent of the superintendents rated the library as "good" on all items except one. That item which received a less favorable response was service in acquiring materials not currently available. Although the ratings by superintendents graduating before 1954 and those graduating after that time are similar, it is noted that the latter superintendents generally gave higher ratings

except in the areas of facilities for individual work which they ranked lower.

The greatest percentage of responses rated the placement office services as "good". Nearly all additional comments signified a high degree of satisfaction with the services provided by the placement office.

Workshops, clinics, and seminars were the service most frequently described as "very useful" by the superintendents, followed by conference organization and facilities and consultation with University personnel.

Lack of acquaintance with University services to public schools, by superintendents of schools with one to fifty teachers, may account for a generally less favorable report by this group.

Generally, the superintendents felt their expectations were fulfilled in the satisfaction of the work itself and the need to accept responsibility. They expressed disappointment in the areas of salary and freedom from restrictions. Those superintendents over forty-five years of age were noticeably less inclined to indicate opportunity for advancement as fulfilling their expectations and more inclined to view necessity for technical competence and interpersonal relations as being what they expected.

Conclusions Regarding the Characteristics of the Superintendents

1. Most of the superintendents serve school districts employing thirty or fewer teachers.

2. Most of the superintendents have taken their undergraduate degrees in this State.

3. Nearly half of the superintendents have teaching duties in addition to their work as superintendent.
4. When compared with other studies, each superintendent's salary and tenure in his present position is low.
5. There is no indication that the variables of tenure or experience as a superintendent are directly related to either the salary of the superintendent or the size of school.
6. A possible relationship was found between the superintendent's age and the size of the school district, and between his experience as a superintendent and both the size of his school and his salary.
7. Superintendents with doctorate degrees generally serve larger schools and receive larger salaries.

Conclusions Regarding the Superintendents' Opinions
of Certain Aspects of the Oklahoma
State University Curriculum

1. The most frequent reasons for choice of Oklahoma State University are accessibility of location and its general reputation. Least important are factors involving finance.
2. Subject areas felt to be in need of more emphasis by a majority of the superintendents include: finance and business management, curriculum and instruction, public relations, organization and administration, and plant planning and management. Generally, those superintendents of larger schools feel a greater need for additional instruction.
3. In the opinions of the superintendents, class discussions and seminars plus informal association with faculty and other students are the most effective means of instruction.

4. The superintendents generally have a favorable attitude toward Oklahoma State University's contributions to the competence required for the position. They do feel some weakness may exist in contributions to effectiveness in oral and written communication and an adequate understanding of supporting areas.

5. Recent graduates generally hold a more favorable opinion of the library facilities and the services provided by the placement office than do those superintendents graduating before 1954. A substantial minority of the superintendents reported that they are not acquainted with university services to public schools.

6. When compared with younger superintendents, those over forty-five years of age are less inclined to feel that their position is as they expected in the opportunity for advancement and are more inclined to feel a necessity for technical competence and interpersonal relations. Generally, the superintendents feel that the satisfaction of the work itself and the need to accept responsibility are what they expected.

Recommendations

The following recommendations are offered as a result of this study:

1. The superintendents frequently indicated that they chose Oklahoma State University for graduate work because of the general reputation of the University. For this reason efforts should be made to further enhance this reputation through additional publicity of available learning opportunities, accomplishments of graduates, research contributions, and services offered.

2. The importance attributed to accessibility of location suggests the consideration of additional extension courses or graduate centers in areas of sufficient demand.

3. In the planning of programs for potential superintendents more consideration should be given to the area of finance and business management. Other areas proposed for consideration are: public relations, organization and administration, and plant planning and management. A careful screening of courses offered by other colleges within the University should be made to select courses which would strengthen the previously mentioned portions of the program. In-service or post-graduate seminars would also be useful for this purpose.

4. Since the superintendents felt that class discussions and seminars were the most effective, teaching techniques, more consideration should be given by the class instructors to these strategies.

5. The importance of student and faculty interaction suggests that more opportunities for this interaction be provided. This interaction might involve luncheons, informal talks, and non-credit seminars. It is possible that more free time would be needed by the faculty involved with counseling and other university response.

6. Additional attention should be directed to the areas of oral and written communication. Oral and written requirements within the present course offerings should be reviewed to determine their effectiveness in actual situations. Either formal or informal offerings in oral and written communication should be considered as a possibility.

7. A sizeable minority of the superintendents are not acquainted with the services provided by the University. For this reason an

additional effort should be made to provide them with this information. Closer professional liason might be maintained through the use of a regular newsletter describing work now in progress. Consideration should be given to on-campus conferences to acquaint the superintendents with current activities, and to more individual visits to school districts for information and service purposes. It is noted that the Extension Service of the University could be better used as a communications network. Communication could further be enhanced by an advisory committee of superintendents organized to provide feed-back of University enterprises.

8. Additional information regarding the opportunities and responsibilities of the superintendent should be provided students of the program in educational administration. Such a practice would require a review of information from this and similar studies, visits with superintendents in the field, and consultation with major advisers and other informed personnel. The lack of satisfaction with salary expressed by the superintendents indicates the need for additional efforts to increase wages through better dissemination of comparative salary information.

Suggested Studies

1. A similar investigation should be made of other graduates in school administration who are not included in this study.

2. A follow-up study should be made of superintendents who have dropped out of the superintendency to determine their reasons for leaving the profession.

3. A study should be conducted to determine the reason for the relatively short tenure in present position and the possible effect

of this turnover on the school programs.

4. Due to the changing nature of educational administration, continuous follow-up of the graduates should be provided to uncover evolving areas of need.

This investigation has revealed the characteristics of the superintendents and their views regarding various aspects of their education at Oklahoma State University. Although the importance of the superintendent is evident, it should be remembered that other graduates of the program in educational administration were not included in this study. It is expected that the results of this study will prove of value in the continuing evaluation of the Oklahoma State University program in educational administration.

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APPENDIX A
QUESTIONNAIRE

INFORMATION BLANK

Please complete the following questionnaire by placing a check (✓), or filling in, the space provided.

Number _____

1. Including this year, how many years have you served as superintendent? _____
2. Including this year, how many years have you served as superintendent in your present position? _____
3. Including this position, how many positions have you held as superintendent? _____
4. In what year did you receive your last degree from Oklahoma State University? _____
5. What was your undergraduate major? _____
6. From what college or university did you receive the following degree:
 Bachelor-_____ Master-_____
 Specialist-_____ Doctor-_____
7. Do you have part-time teaching duties? () Yes () No
8. If the answer to #7 is yes, do you teach:
 () 1 to 5 hours per week
 () 6 to 10 hours per week
 () more than 10 hours per week
9. To what extent did the following factors favorably influence your choice of Oklahoma State University for your graduate work?

Much Some Very Little

- | | | | |
|-----|-----|-----|-----------------------------------------------------------------|
| () | () | () | Academic and degree requirements |
| () | () | () | Reputation of the faculty |
| () | () | () | Accessibility of location |
| () | () | () | Recommendation of friends and associates |
| () | () | () | Amount of tuition |
| () | () | () | General reputation of the university |
| () | () | () | Reputation regarding the placement of graduates |
| () | () | () | Offer of financial aid (loan, scholarship, assistantship, etc.) |
| () | () | () | University reaction to your inquiries |
| () | () | () | Other (Please specify) _____ |
| | | | _____ |
| | | | _____ |

10. To what extent do you feel your experiences at Oklahoma State University contributed to the following competencies?

<u>Much</u>	<u>Some</u>	<u>Very Little</u>	
()	()	()	Extensive understanding of your major field
()	()	()	Adequate understanding of the supporting areas
()	()	()	Ability to do critical thinking
()	()	()	Ability to carry out research
()	()	()	Ability to interpret and apply research
()	()	()	Ability to communicate effectively through written expression
()	()	()	Ability to communicate effectively through oral expression
()	()	()	Skill in working cooperatively in small groups
()	()	()	Familiarity with professional journals and other materials in your field
()	()	()	Attainment of an educational philosophy, which actually governs your actions as an administrator
()	()	()	Feeling of confidence in your ability to function successfully on your first job after graduation

11. What change in emphasis do you feel would be appropriate in the following areas?

<u>More Emphasis</u>	<u>Presently All Right</u>	<u>Less Emphasis</u>	
()	()	()	Statistics and measurements
()	()	()	Psychology
()	()	()	History and philosophy of education
()	()	()	Research and Thesis
()	()	()	Curriculum and instruction
()	()	()	Cognate fields (sociology, economics, etc.)
()	()	()	Finance and business management
()	()	()	Supervision
()	()	()	School Law
()	()	()	Public Relations
()	()	()	Organization and administration
()	()	()	Plant planning and management

12. To what extent do you feel that the following experiences contribute to preparation for a position as superintendent?

<u>Much</u>	<u>Some</u>	<u>Very Little</u>	
()	()	()	Classroom lectures
()	()	()	Writing of term papers
()	()	()	Assigned reading
()	()	()	Class discussions and seminars
()	()	()	Guidance from your advisor
()	()	()	Informal association with the faculty
()	()	()	Work on assistantship
()	()	()	Association with other graduate students
()	()	()	Internship
()	()	()	Public lectures and meetings
()	()	()	Study for comprehensive examinations
()	()	()	Work on thesis
()	()	()	Other (Please specify) _____

13. How would you rate the library facilities in the following areas?

<u>Good</u>	<u>Average</u>	<u>Poor</u>	
()	()	()	Number and selection of materials
()	()	()	Accessibility of materials
()	()	()	Cooperation of library staff
()	()	()	Facilities for individual work
()	()	()	Service in acquiring materials not currently available

Suggestions or comments: _____

14. How would you rate the placement office on the following items?

<u>Good</u>	<u>Average</u>	<u>Poor</u>	
()	()	()	Number and selection of openings available to graduates
()	()	()	Number and selection of prospective employees
()	()	()	Helpfulness of placement office personnel to job applicant
()	()	()	Helpfulness of placement office personnel to you as a prospective employer
()	()	()	Communications with graduates

Suggestions or comments: _____

15. What is your feeling regarding the following university services to public schools?

<u>Very Useful</u>	<u>Of Some Use</u>	<u>Should Be Deleted</u>	<u>Am Not Acquainted</u>	
()	()	()	()	Workshops, clinics, and seminars
()	()	()	()	Conference organization and facilities
()	()	()	()	Correspondence courses
()	()	()	()	School surveys
()	()	()	()	Provision of public speakers
()	()	()	()	Distribution of research results
()	()	()	()	Consultation with university personnel
()	()	()	()	Other (Please specify) _____

16. Does the position of superintendent of schools generally fulfil your expectations in the following areas?

<u>To a Great Degree</u>	<u>To Some Degree</u>	<u>Not at All</u>	
()	()	()	Opportunity for achievement
()	()	()	Opportunity for recognition
()	()	()	Opportunities for advancement
()	()	()	Satisfaction of the work itself
()	()	()	Need to accept responsibility
()	()	()	Salary
()	()	()	Freedom from restrictions
()	()	()	Necessity for technical competence
()	()	()	Necessity for interpersonal relations
()	()	()	Working conditions

APPENDIX B

CORRESPONDENCE

February 24, 1967

Mr. John Doe
Southwest School District
Southwest, Oklahoma

Dear Mr. Doe:

Oklahoma State University is interested in being of greater service to you and other school administrators. To do this, we are requesting the help of those superintendents in Oklahoma who received their highest degree from this institution.

Most of the questions for use in this doctoral study can be answered with a check mark. We do, however, welcome any comments you wish to make.

All replies will be held in strict confidence. This is the reason for assigning you a number rather than asking for your name.

Thank you in advance for your help in this matter.

Sincerely yours,

Earl Coley
Graduate Assistant

Dear Sir:

The Department of Education is sincerely interested in improving our program in administration both on and off campus. The survey study being conducted will be an aid in this respect, and we will be most grateful for your responses.

Cordially yours,

Kenneth St.Clair, Head
Department of Education

Dear Mr. Doe:

I trust you will remember our request of last week concerning your experiences at Oklahoma State University. Only you can furnish the answers we need.

We would surely appreciate your response.

Sincerely,

Earl Coley
Graduate Assistant
Oklahoma State University

March 20, 1967

Mr. John Doe
Southwest School District
Southwest, Oklahoma

Dear Mr. Doe:

HELP! We've had a very fine response to our request (over 80 per cent), but we need yours to be sure we are doing what you think best.

Perhaps our first letter didn't reach you through some fault of ours. Because this may be the case, we have included a second questionnaire and a stamped, self-addressed envelope. May I mention that we feel the answers to the future questions will be beneficial to you as well as to future superintendents.

We plan to begin tabulation of results March 27. Please take the few minutes necessary to complete the form and return by that date.

We greatly appreciate your cooperation in this matter.

Sincerely,

Earl Coley
Graduate Assistant

Enclosure

APPENDIX C

ADDITIONAL COMMENTS TO QUESTIONS NINE THROUGH SIXTEEN

9. To what extent did the following factors favorably influence your choice of Oklahoma State University for your graduate work?

The only place in Oklahoma that offers a degree in Agriculture Education.

Friendly attitude of the staff of Oklahoma State University.

Common people.

I had attended school during my freshman year in college.

Willingness of all college personnel to help. Friendly atmosphere of staff and teaching personnel.

Personal interest of Oklahoma State University staff in my welfare.

Friendly personality of your faculty and campus.

A friendly university in the 1930's.

Acquainted with faculty in my field.

A farm boy without any money (1927-1931) working my way through school.

I had confidence in staff members.

Extension Centers were accessible for graduate work.

Personal relationship with two or three faculty members.

Beauty of the campus.

Reputation of faculty.

The best program in school administration in the State during the late 1940's.

I had known Dr. Bennett from his days at Southeastern.

Familiar with school and faculty.

Car pool on Saturdays.

Associates attended at this time.

12. To what extent do you feel that the following experiences contribute to preparation for a position as superintendent?

Respect the faculty gives to would be administrators.

Experience.

Most of the students had a desire to become an administrator without help from the college that is why they were in school.

Association with other superintendents.

Select a better quality of candidates.

It seems that a certain amount of speech should be required by prospective administrators.

A lot of work which is not used or read by enough people to make it useful.

The dissertation and thesis needs to be replaced with something of more practical application.

13. How would you rate the library facilities in the following areas?

Could help by having a few more of the supplemental texts available.

I have never used the library.

I was very pleased with the library facilities at OSU.

1951 facilities were poor.

I am not familiar with the present library.

Cooperation of the library staff was outstanding.

I have no occasion to use the library.

OSU best in the State.

More room needed for graduate students only.

Library good--need more time to use it.

14. How would you rate the placement office on the following items?

The placement office is handled real well.

They don't have enough teachers.

No experience with the placement office.

Oklahoma State exceeds all other in this respect.

I have never used it; I believe they try to be helpful.

OSU provides the best teacher placement service in Oklahoma.

I have never been able to get a teacher from OSU.

I have never been on the placement list; Placement has been most cooperative in supplying information to me on prospective teachers.

I am not familiar with the placement office.

Overall improvement in the placement office for the last few years has been tremendous.

Best in the State!

It is not the University's fault that our better students go out of State; that is a problem of Eastern Oklahoma.

I feel OSU has an outstanding placement service.

Very fine work here.

More personnel of a more permanent nature (at least 3 professional people) full time - permanent.

Placement office personnel shouldn't attempt to get a "certain group" of people placed in key jobs. This has happened!

15. What is your feeling regarding the following University services to public schools?

Consultative services should be expanded.

I am not acquainted with these services.

We feel that the larger schools have a definite advantage in OSU services; they seem to work a bit harder on behalf of the larger schools.

Since so many years have passed, I do not feel qualified to rate these questions intelligently (services of the University).

Most public schools probably do not use the university services enough.

I would suggest more realistic programs be set up for study pertaining to the superintendents' job.

More contact in the field especially in rural sections.

ACT tests.

Cooperation and guidance by staff with administrators in service.

We are not able to attend many meetings because we have heavy school duties at home.

Help on Federal programs.

Visiting professors from other universities in different locations or regions would give local administrators a better understanding of administrative problems in other areas.

16. Does the position of superintendent of schools generally fulfill your expectations in the following areas?

With all Federal intervention, it is one Hell-of-a-poor-job.

VITA

Earl L. Coley, Jr.

Candidate for the Degree of

Doctor of Education

Thesis: A FOLLOW-UP STUDY OF OKLAHOMA SCHOOL SUPERINTENDENTS WHO RECEIVED THEIR HIGHEST DEGREES FROM OKLAHOMA STATE UNIVERSITY

Major Field: Administration

Biographical:

Personal Data: Born in Cassville, Missouri, April 24, 1927, the son of Earl L. and Thelma K. Coley.

Education: Graduated from Lomita High School, Lomita, California in 1945; received the Bachelor of Science in Education degree from Missouri University in 1950 with a major in Physical Education; received the Master of Science in Education from Central Missouri State College in 1958; completed requirements for the Doctor of Education degree in July, 1967.

Professional Experience: Entered the United States Army in 1950 and was honorably discharged in 1952; employed as coach and secondary principal in Missouri Schools for thirteen years, 1953-1966; served as a graduate assistant at Oklahoma State University, Stillwater, Oklahoma, 1966-1967; served as a member of the faculty at Central Missouri State from August, 1967 until his untimely decease in November, 1967.

Professional Organizations: Phi Delta Kappa and Missouri State Teachers Association.