# COMPARATIVE ANALYSIS OF ADMINISTRATIVE MAJOR TASKS BETWEEN SUPERINTENDENTS OF INDEPENDENT SCHOOL DISTRICTS AND SUPERINTENDENTS OF AREA VOCATIONAL TECHNICAL SCHOOLS IN OKLAHOMA

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# CHAPTER I

# INTRODUCTION

## The Need for the Study

There have always been and will always be powerful comments by the public expressing opinions about education. Most of these comments constitute various forms and degrees of evaluation of the educational system and challenge society to definitive action based upon an apparent utilization of human resources and public funds. Leaders who are responsible for educational programs must respond with solutions to meet the changing needs of every segment in society. Social unrest, the cost to the nation for welfare programs, and the changing technological, industrial, and educational needs are only a few of the problems under investigation by the leaders of our society. The design for education needs to effect a blend of academic, general, and work skills learning so that individuals passing through the system will be ready for economic self-sufficiency, for new learning experiences appropriate to career development, and for a personally satisfying life.

Commissioner Marland was quoted in Phi Delta Kappan as saying,

The Office of Education is committed to giving

> people at all ages more choices of and better preparation for careers. This means extending and improving elementary and secondary school programs so that all those who finish high school will be prepared for meaningful work or for college. It means developing new and positive attitudes toward the whole range of occupations in society. And it means extending the range and improving the quality of educational experiences for people beyond high school age.[1]

Developing and maintaining an effective program that meets the demands of the public and the needs of the students it serves should be an aim or goal of any educational endeavor.

Work has been one of the major motivating factors in the learning process in the civilization of mankind. Roberts said:

> Individuals have learned to work by various methods and the first learning was perhaps by accident. Man also learned to work by trial and error and by imitation. Learning by trial and error and by accident have proved costly and man has been obliged to seek new and less costly methods of learning to work.[2]

Apprenticeship was among the first forms of planned learning for work, and it served its purpose for centuries. The organized vocational school, which is of relatively recent origin, is a more modern example of planned learning for work. The importance of planned learning to man can be readily understood when viewed in the light of labor statistics which indicate that unskilled jobs account for less than five percent of the total jobs available in this country.

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[1] Sidney P. Marland, Jr., "Career Education," Phi Delta Kappan, Vol. LIII, No. 3 (November, 1971), p. 576.

[2] Roy W. Roberts, Vocational and Practical Arts Education (New York, 1965), p. 5.

However, the jobs available, as revealed through the classified ads, are predominantly for technically trained people. The choice of vocational schools and classes as the instrument with which to bring planned vocational learning to the people is evident by the passage of federal legislation designed to promote and strengthen vocational education.

Few would question the need for well-trained administrators to operate the programs of general education, but some would question the existence of the same need in the vocational programs. "It is of the utmost importance that the occupational education program be provided with the same high quality leadership that is given to the academic programs."[3] As a part of the new trend for relevancy in education, vocational technical education is rapidly moving into the mainstream of America's total educational effort. It is being recognized today as one of the most significant components of the American education system.

Area vocational technical schools must be provided with adequate facilities, equipment, and supplies; staffed with qualified teachers; and administered by competent leaders. An American Vocational Association bulletin points out that:

> Under all circumstances there should be as the director of the program a professionally trained and experienced specialist in vocational technical education. It is not sufficient that the director be only a good school administrator.

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[3]Norman C. Harris, "Societal and Technological Trends," Technical Education in the Junior College/New Programs for New Jobs (Washington, D. C., 1964), p. 42.

> He must know thoroughly the goals and methods in the various fields of vocational technical education.[4]

The problem of obtaining well-qualified leaders for vocational education is illustrated by Grant Venn's statement:

> One of the greatest handicaps to the improvement and expansion of vocational and technical education is the desperate shortage of teachers and administrators. Except in Vocational Agriculture, Home Economics, and Business Education, there is a noticeable lack of teacher preparation and inservice training programs and also difficulty in recruiting well-educated individuals with competence in a relevant occupational skill.[5]

Fielding reported, "With the present expansion of vocational education, the number of positions in administration of vocational education is increasing rapidly."[6] It would appear, then, that our educational systems are facing a genuine problem: that of staffing vocational schools not only with competent teachers but also with well-qualified leaders. It seems likely that the administrator is indeed the key to the success of technical institutes, area vocational schools, and other specialized segregated vocational school organizations.

The necessity of preparing new personnel and upgrading

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[4]Research and Publications Committee, Area Vocational Education Programs (Washington, D. C., 1959), p. 27.

[5]Grant Venn, Man, Education and Work (Washington, D.C., 1964), p. 151.

[6]Marvin R. Fielding, "Director of Vocational-Technical Education in the Public Junior Colleges of the United States" (unpublished Doctoral Dissertation, University of Missouri, Columbia, 1966), p. 27.

those already in administrative roles in vocational-technical education is experiencing greater needs for appropriate and capable leadership in all developmental and operational aspects of vocational technical schools.

It seems likely that the more capable vocational administrators are being drawn to positions where pay and working conditions are most attractive to them. The administrative head of a separate vocational school is almost invariably paid more than the head of a vocational program in a comprehensive school organization even though the qualifications and duties are not dissimilar. The head of such a specialized school has a freedom of action which is not accorded to the high school director or principal of vocational education.

## Statement of the Problem

Expansion of vocational education is increasing the need for qualified vocational administrators. As is the case with recruitment of personnel in any enterprise, the position is filled by the person who most nearly satisfies all the requirements. Currently comprehensive high school superintendents and area vocational technical superintendents undergo the same formal training in educational administration in order to qualify for certification. This training, in some cases, may not ensure the best leadership. It may be based upon personal biases, for example. Due to the differences in the clientele served by the area vocational

technical schools, it seems desirable for vocational technical superintendents to undergo additional training in technical subjects. One might assume that a difference existed in the administrative skills demanded of the two positions and, thus, that additional training in administrative skills in a technically oriented academia might be necessary.

## Purpose of the Study

The purpose of this study is to ascertain whether or not there exists any difference between the administrative tasks and sub-tasks of a superintendent of schools in an independent school district and that of an area vocational technical school superintendent. The investigator will be comparing tasks and sub-tasks which are applicable to any normal school system operation.

## Statement of Hypotheses

In order to accomplish the purpose of the study the following null hypotheses are used to statistically test the degree of relationship between the tasks performed by superintendents of independent schools and superintendents of area vocational technical schools in these three major administrative areas:

1. Student Population
2. Instructional Staff
3. Business Administration and Management

$HO_1$: No significant difference exists between the administrative tasks and sub-tasks related to student personnel as perceived by superintendents of independent schools and superintendents of area vocational technical schools. These sub-tasks to be tested were formulated by the investigator:

Student Population:

A. Entrance Age
B. Enrollment Procedure
C. Mid-Year Pupils
D. Permanent Records
E. Physical Examinations
F. Promotion and Retention
G. Tuition Students
H. Transfer of Students Between Schools
I. Accidents to Students
J. Unusual Disciplinary Matters
K. Disaster Drills
L. Student Insurance
M. Transportation
N. Damage to Property
O. Special Education
P. Collection of Money
Q. Supervision of Students
R. Excusing Students from School
S. Dismissing School for Snowstorms and Tornado Warnings
T. Student Eating in Cafeteria
U. Student Organizations

$HO_2$: No significant difference exists between the administrative tasks and sub-tasks related to the teaching staff as perceived by superintendents of independent schools and superintendents of area vocational technical schools. The related sub-tasks to be tested are as follows:

Instructional Staff:

A. Salaries
B. Length of Year
C. Working Hours

D. Professional Growth
E. In-Service Program
F. Suspension of Nonrenewal
G. Evaluation of Instructional Staff
H. Transcripts of College Credits
I. Scheduling Duties and Responsibilities of the Teacher

$HO_3$: No significant difference exists between the administrative tasks and sub-tasks related to school business management as perceived by superintendents of independent schools and superintendents of area vocational technical schools. The related sub-tasks to be tested are as follows:

Business Administration and Management:

A. Budget
B. Accounting
C. Purchasing
D. Invoices
E. Payrolls
F. Payment
G. Auditing
H. Insurance
I. School Construction
J. Planning and Writing Proposals
K. Special and Regular School Board Meetings
L. Coordination for Job Opportunities
M. Coordination of Schools

## Definition of Terms

School District: A school district is defined as any area or territory comprising a legal entity, whose primary purpose is that of providing free school education, whose boundary lines are a matter of public record, and whose area constitutes a complete tax unit.

Public Schools: The public schools of Oklahoma consist of all free schools supported by public taxation and include

K-12, vocational and technical instruction, not to exceed two (2) years of junior college work, night schools, adult and other special classes as may be supported by public taxation or otherwise authorized by laws which are now in effect.

Superintendent: A district superintendent of schools is the executive officer of the board of education and the administrative head of the school system of a district maintaining an accredited high school, provided he holds an administrator's certificate recognized by the State Board of Education.

Area Vocational Technical School District: An area vocational technical school district is a body corporate and possesses the usual powers of a corporation for public purpose. Its governing board of education has the same powers and duties that boards of education of independent school districts have.

Vocational Education: Vocational education is a scheduled pattern of courses designed to prepare a pupil for a position at the completion of the program. Graduates are usually prepared for positions in industry.[7]

## Scope and Limitations of the Study

One restriction of the study was the number (16) of area

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[7]Dr. Leslie Fisher (compiler), School Laws of Oklahoma 1974, Oklahoma State Department of Education (Wilburton, Oklahoma, 1974), pp. 19, 22, 102, 103.

vocational technical schools in Oklahoma. Another limitation was that schools were matched according to size by student membership and the geographical location of the independent school districts used in the study was not taken into consideration. A third limiting factor was the number of four-year secondary schools selected for the study. These schools were selected on the basis of their student membership in the top four grades of the high school and were matched with corresponding area vocational technical schools according to student membership.

## Assumptions for the Study

One assumption is that the tasks comprising the administrative areas of student population, instructional staff, and business administration and management which were selected by the investigator would be used by all school administrators in the study.

Another assumption is that the findings could be influenced by outside factors over which the investigator has no control, such as geographical location and economic conditions prevailing in different area of Oklahoma.

# CHAPTER II

## REVIEW OF LITERATURE

The review of literature is divided into two general categories. The first phase relates to the various aspects of school administration, and the second phase provides the reader with information related to other studies.

### General Background

#### Historical

One of the significant concerns of these times is the present serious study of the selection, preparation, and on-the-job improvement of school administrators. It took a mechanized and technical warfare to confront the American people with the necessity for and the effectiveness of education. It has taken a rigorous idealogical conflict of world-wide dimensions to make the public realize that final decisions will be in the minds of men and that skill-training alone is not enough. In such a setting, the position of the local school administrator is seen in its actual importance to the survival of democracy. Educators have been stirred to a real concern about the selection and training of the individuals who will serve in these positions. With the development of a clear notion of the job of

the local school administrator, with the identification of qualities to be required in initial selection, with the determination of the competencies and understandings to be achieved through pre-service and in-service training, one may look for a sharpening of the administrative leadership provided and for an extension of the practice of democracy.[1]

## Skills of School Administrators

One approach to mapping the qualifications of an effective school executive is to identify and list the traits of a successful school executive. This approach, however, fails to provide insights into the scope of his work and the three basic sets of skills he needs for success, which are technical, human, and conceptual. All of these skills are related and, therefore, most difficult to separate in practice. They are treated separately, nevertheless, for analytical purposes.

Technical skill assumes an understanding of proficiency in the methods, processes, procedures, and techniques of education. In non-instructional areas it also includes specific knowledge in finance, accounting, scheduling, purchasing, construction, and maintenance.

Human skill refers to the school executive's ability to work effectively with other people on a one-to-one basis and in group settings. This skill requires considerable

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[1]Van Miller and Willard B. Spalding, The Public Administrator of American Schools (Yonders-on-Hudson, New York, 1952), p. 509.

self-understanding and acceptance as well as appreciation, empathy, and consideration for others. Its knowledge base includes an understanding of factors involved in adult motivation, attitudinal development, group dynamics, human need, morale, and the development of human resources.

Conceptual skill includes the school executive's ability to see the school, the district, and the total educational program as a whole. This skill includes the effective mapping of interdependence for each of the components of the school as an organization, the educational program as an instructional system, and the functioning of the human organization. The development of conceptual skill relies heavily on a balanced emphasis of administrative philosophy.[2]

Katz suggests that each of the skills can and should be developed by those seeking advancement as school executives.

> The relative importance of these skills seems to vary with the level of administrative responsibility. At lower levels, the major need is for technical and human skills. At higher levels, the administrator's effectiveness depends largely on human and conceptual skills. At the top, conceptual skill becomes the most important of all for successful administrators. These three skill approaches emphasize that good administrators are not necessarily born; they may be developed. It transcends the need to identify specific traits in an effort to provide a more useful way of looking at the administrative process. By helping to identify the skills most needed at various levels of responsibility, it may prove useful in the

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[2]Thomas J. Sergiovanni and Fred D. Carver, The New School Executive: A Theory of Administration (Urbana, Illinois, 1973), p. 8.

selection, training, and promotion of executives.[3]

Comprehensive Administrator

On the evidence at present available, an effective administrator is defined in terms of certain attributes:

1. An effective administrator has personal insight. He is able to understand and evaluate his own point of view.
2. An effective administrator encourages the expression and exchange of ideas. He can make it possible for others to express themselves as well as indicate his personal point of view.
3. An effective administrator has insights into individuals and society. He is able to understand and to express empathy with others who may disagree with him.
4. An effective administrator has creative ability. He is able also to release the creative energies of other people.
5. An effective administrator integrates various points of view. He can utilize the ideas of his staff and successfully translate them into a plan of action.

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[3]Jacob W. Getzels, "Changing Values Challenge the Schools," The School Review, Vol. 65, No. 1 (1957), p. 92.

Vocational Technical Administrator

In addition to possessing those attributes characteristic of the effective comprehensive administrator, the effective area vocational technical administrator must demonstrate proficiency in the following areas:

1. An effective vocational technical administrator is aware of the needs of the industrial world. He makes periodic calls on the business houses and the plants served by the vocational technical school.
2. An effective vocational technical administrator is able to organize and lead advisory groups. He is responsible for meeting periodically with the advisory group.[4]
3. An effective vocational technical administrator acts as a liaison between the vocational technical school and the comprehensive school. He keeps in close contact with the several comprehensive schools within the area vocational technical school district.

Superintendent's Task

The superintendent's task is to bring to the business administration of his school system (1) an understanding of

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[4]Samuel M. Burt, Industry and Vocational-Technical Education (New York, 1967), p. 31.

the basic purposes of the schools, (2) a respect for the professional prerogatives of teachers and principals, and (3) a realization of the value of harmony and cooperation.

To the instructional staff and other administrators, the superintendent must (1) make clear the authority delegated to the business administration, (2) establish or approve the administrative procedures by which this authority will be exercised, and (3) continually strive to decentralize, to the greatest degree possible, the business operation.

At the same time that the superintendent is beset by a feeling of inadequacy as he ponders his society and its needs, he must suffer the foolishness of his lay friends. Some of them see him as the "professor," a modern version of the bearded scholar who once presided over the school. He may have ten thousand students in his school system, but some of his acquaintances seem to believe that he personally ministers to each of them. They are surprised that he has anything to do during the summer months and school holidays, and they may call him during the weekend with the explanation that they did not want to disturb him at the office when he is so busy. Others appear to view him as operating some sort of complaint department which deals with neurotic mothers and irate taxpayers. Few see him as the head of an organization which may be the largest employer in the community. They know he has a difficult job, but they are uncertain about and relatively uninterested in what it is. The

layman views the superintendendency as a position with no specific body of expertise. In his view any gifted amateur could handle it.[5]

The superintendent, as the officially designated leader in charge of the school organization, is confronted by two major sets of responsibilities. He is responsible to the board of education, but he also must be responsive to the members of his own professional staff. Both reference groups impose upon him expectations of how he should behave as a leader. When these expectations are essentially similar, he probably encounters no difficulty in orienting his behavior to them. If they are imcompatible, he is placed in a position of potential role-conflict. How should he behave as the leader? Should he respond principally to the expectations of his board or to those of his staff? Or should he "be his own man" and persist in his own style of leadership, irrespective of what either board or staff may desire?[6]

In general, efficient school administration is best secured through non-partisan boards of education. This statement holds true for boards at the local, county or area, state, and federal levels. Relatively small boards for vocational as well as for general education appear desirable.

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[5]Ralph E. Clabaugh, School Superintendent's Guide Principles and Practices for Effective Administration (West Nyach, N. Y., 1966), pp. 225, 226.

[6]Andrew W. Halpin, Theory and Research in Administration (St. Louis, Missouri, 1966), pp. 111, 112.

Action can usually be secured through small boards.

The boards of education need to recognize the difference between what a lay board should attempt to do as a body or as individuals and what should be carried out by a professionally trained administrator and his staff. For example, boards of education should elect teachers upon the recommendation of the local director or other qualified professionally trained administrator, not directly or independently of their chosen professional administrator.

Other factors being equal, programs of school administration that are decentralized as much as circumstances warrant and that encourage local resourcefulness are most likely to arouse local interest and support. It is to be recognized, however, that cooperation and participation on the part of others who have had extended experience and can bring it to bear upon local programs may help appreciably. Therefore, it is usually wise for local staffs to keep in touch with leaders from other communities and representatives of state and federal offices.[7]

A measure of a superintendent's effectiveness may be in how apt he is in maintaining a delicate balance between devoting himself to a specific problem and, at the same time, keeping several others moving toward a solution. He cannot divide his day into neat compartments (as a physician appears to handle his office calls) with each devoted wholly

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[7]Theodore F. Struck, Vocational Education for a Changing World (New York, 1945), p. 165.

to a specific task. Many of the items he has on his agenda may never be reached at all. If he realizes that this flexibility is the nature of his task, he will be more comfortable and efficient. He may find that the keeping of an anecdotal log of the number and kind of problems which are brought to him is helpful in evaluating his performance.

The superintendent should deal with problems that can be solved and attempt to create initial successes which will compound themselves and spread through the organization. While he should not deliberately procrastinate, he must realize that he cannot accomplish everything at once and that some problems cannot be answered until a solution has been negotiated. He should not work on problems that cannot be solved or which are among the most difficult to solve, such as political problems. Similarly, he does not "push" on people or parts of the system who are seriously resisting change. He accepts these as given for the time being and works around them. In time he may surround them with success and they will cooperate voluntarily.[8]

The superintendent will find most people tolerant when he cannot attend immediately to their demands, especially if he takes the trouble to acknowledge a request or the need for his services with a commitment for attending to it or an explanation of why he cannot comply. He must, however, be

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[8]Ronald Robinson andDouglas T. Hall, Intervention Theory and Practice in School Systems (New Orleans, Louisiana, 1973), p. 16.

able to recognize an emergency, either real or imagined. He might choose occasionally to surprise someone with his ability to respond promptly to a request, even if it seems relatively unimportant. He will deal with ideas and concepts, but he must accept the fact that sometimes it is only he who can supply the essential details or authorize the necessary steps to enable someone else to implement a program.

## Superintendent's Role

The superintendent's role is that of keeping central questions to the fore. These questions relate to purposes and objectives more frequently than they do to methods, at least at the beginning.

Most superintendents come to their administrative positions after some years of classroom teaching. In most instances they have been capable teachers who experienced both success and satisfaction in working with pupils. One of the most apparent transitions involved in transferring from teaching to administering is that of shifting working relationships from youngsters to professional peers. A superintendent's major responsibility is to work with adults, but either because he feels that it is still his responsibility to work directly with pupils or because this is the way in which he derives his major professional satisfaction, the shift often is not made. Many a secondary school administrator works at reduced effectiveness because of his

inability to make this transformation. He must become a facilitator rather than a practitioner, helping to develop conditions under which pupils can learn effectively and function most productively as persons and as citizens of the school.

The superintendent's office should be a source from which emanate the direction and leadership for constructive, sound administration and a program of growth and improvement. The superintendent assumes the responsibility for administration of all schools and classes. All phases of the entire program cross his desk, and details connected with the operation of the schools must have his consideration and approval.

An important function of the effective administrator is keeping the community informed on the progress, development, needs, and accomplishments of the local schools through newspaper articles, speeches, newsletters, bulletins to parents, parent-teacher associations, parents' clubs, and civic association meetings. He works with parent groups and others interested in the schools, and he takes part in as many community activities as possible.

The preparation of teachers' manuals, bulletins, and other informative materials is another responsibility of the administrator. In order to carry out his responsibilities it is essential that he read current professional literature and attend professional meetings and conferences. Generally he will wish to continue professional study in order to be

able to bring current thinking and authoritative judgments to his responsibilities.[9]

In addition to the foregoing duties and responsibilities, the school administrator is also a legal advisor to the board of education. He must realize when to give legal advice and when to seek the advice of an attorney. He is also the financial advisor to the board of education, again realizing when he is competent to give advice and when another financial advisor should be consulted.

## Principal's Role

A review has been made of the relationship between the secondary principal's expertise, as perceived by the classroom teacher, and the likelihood that a teacher with an instructional problem would seek the assistance of the principal. The findings from this study strongly support the conclusion that perceived expertise is the primary factor which will determine the probability that a teacher with an instructional problem will approach an administrator or supervisor for assistance. It appears that teaching experience and educational background are not extremely important factors in determining the likelihood that a teacher will seek the help of sources of instructional assistance.[10]

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[9]Edward W. Smith and Stanley W. Krouse, Jr., The Educator's Encyclopedia (Englewood, New Jersey, 1964), pp. 176, 177.

[10]Dic Gorton, "The Importance of Administrator Expertise in Instructional Leadership," Educational Research Association Annual Meeting (Madison, Wisconsin, 1971).

Thus, the principal is seen as an instructional leader by those who occupy the position and by those who are organizationally responsible for his role definition.

## Evaluation of Vocational Opportunities

Traditional academic education is neither meaningful nor productive for a substantial number of young people. In a typical community at least two or three out of every ten children in the ninth grade will drop out of school before high school graduation. Of the seven or eight who graduate, four or five will go directly into the labor force to seek employment and three or four will continue their education in a community college, technical institute, private trade school, business college, or four-year college; less than two out of ten will receive a baccalaureate degree. In all probability at least two-thirds of the young people will go directly from high school into employment.[11] The school must, of course, help these young people to be literate and enable them to compete with others who have more and different talents. But, obviously, one of their greatest needs is to develop salable skills. Work experience and short unit occupational education are badly needed for a substantial

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[11] Ralph C. Wenrich, "Is Your District Neglecting Most of Its Students?" School Management, Vol. 15 (July, 1971), p. 27.

number of pupils.[12] Schools should give credit for work experience and stimulate business and industry to assist in such programs.

Failure on the job usually is caused not so much by lack of working skill or knowledge as by lack of suitable personal characteristics, proper attitudes, and work habits essential for job success. With appropriate supervision pupils can be taught to work with others, to take criticism, and to attach accurate values to success and failure. The decrease in opportunities for young people to acquire these habits in the home and in industry makes it essential that the school provide work experiences in the curriculum. The question of pay for such character-building training is irrelevant.

The comprehensive high school provides training, either in a separate school or within its own walls, for the crafts, trades, and service occupations. The variety of courses offered and their direction are dependent on the labor needs of the immediate community. Variation is much more probable in large urban areas than it is in rural areas. Vocational opportunities in regional high schools should make it possible for youth from small-town high schools to achieve vocational goals. Certainly boys and girls should not be

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[12] Benjamin M. Sachs, Educational Administration: A Behavioral Approach (New York, 1966), p. 3.

penalized because of the geographic location of their residences.[13]

The fatal defect of most school organizations which separate vocational and general education is the fact that such an organization results in segregation of student bodies by social class. Middle and upper-class students will attend the college transfer school, while lower class students will attend the vocational school. This pits class against class, limits social mobility, and in accord with findings of the Coleman Report, results in decreased rates of learning in the lower-class institution.[14]

## Student Vocational Education Needs

The main factor that brought about the Vocational Education Act of 1963 was the discovery that unemployment had created an unbelievable amount of poverty in what had been termed an "affluent society". A distressing number of poverty pockets were found in the Appalachian coal fields. Government advisors decided that the only real solution to poverty problems is the retraining of workers.

Sights must be raised and service broadened if vocational education is going to fulfill the promises of a golden era. Vocational education must include opportunities

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[13]Forrest E. Conner, Imperatives in Education (Washington, D. C., 1966), pp. 26, 27.

[14]Margaret Mead, "Views Education Today," The Nation's Schools, Vol. LXXXVII (June, 1971), pp. 41-45.

for students of all levels of intelligence, capability, and aptitude and must retain flexibility for rapid change.

The middle and lower ability pupils will continue to form a sizable part of the vocational education field, and they must be fitted with appropriate technical skills for the jobs they are to hold. Determining what skills are necessary is a major educational task which is made difficult by the rapid obsolescence of present industrial processes and the veiled mystery of future ones.

A totally new approach to vocational education concerns the top-level pupils. An effort must be made to renew the interest of the capable pupils who heretofore have left school without completing any useful program. This group includes many who have the ability to enter the highly technical fields but have deferred professional objectives. The secondary schools can provide sophisticated challenging programs that will prepare these students for a vocation.

In contrast, imagine the effect of widespread application of the system reported in the Wall Street Journal:

> The local school board has proposed a conversion to an integrated two-track system, with the present white high school providing college preparatory work and the present black high school offering vocational training. Students would be selected for one or the other on the basis of achievement tests. White school officials are hoping such a system would deposit most whites in the college prep school and funnel most blacks to the vocational school.[15]

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[15]Jim Montgomery, "Integrating Teachers," Wall Street Journal, Vol. CLXXV, No. 21 (January 30, 1970), pp. 1, 19.

Nationwide less than 20 percent of the high school students are in vocational curriculums. Many small schools offer no vocational education or only production agriculture and homemaking. In large cities the trend, because of the problems of de facto segregation and black separatism, is away from specialized vocational schools; but in rural areas the trend is temporarily in the opposite direction due to the use of federal funds to establish area vocational schools. At best the area vocational school is a transitional step toward a large rural comprehensive school.

## Physical Facilities

The word in contemporary vocational schooling is "modular". Thoughtful vocational educators are enthusiastic about installing built-in equipment, providing closed-circuit television systems, and varying the size and shape of classrooms and lecture halls. Large lecture halls are often needed, particularly for evening classes. Round, stadium-type rooms are often advisable. They should be designed not only for lectures and visual aids but also for heavy track systems and turnstile floor areas for use of equipment. The ideal lecture hall could also be divided into a number of smaller rooms.

One of the most neglected of all elements in vocational schools is the library. There should be a large, central library which will serve all the people in the community as a vocational-technical education resource center.

Also to be taken into consideration in planning the schools are features to accommodate handicapped students, provisions for adequate public transportation and parking facilities, and cafeterias designed to serve two, three, or more meals a day. The well-planned school is one that can change with the times.[16]

Curriculum Planning

Curriculum planning is a continual process, and this, perhaps, is even more true in vocational education than in some of the other disciplines because of the rapid rate of technological change with which educators must always be concerned.

The vocational curriculum administrator must be an educational change agent. He should be a visible individual, visible in the school, the community, and within the business and industrial segments of the area. He must be the type of person that will feel comfortable working with teachers, students, parents, and local business and industrial leaders.[17]

It is common to hear vocational programs criticized for narrow specialization at a time when the occupational world is shifting so rapidly. In point of fact, no public school

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[16]Michael Russo, "Area Vocational Schools," The Education Digest, Vol. XXXII, No. 4 (1966), pp. 15-19.

[17]R. C. Doll, "The Vocational Education Curriculum Worker," Journal of Industrial Teacher Education, Vol. 13 (1975), pp. 35, 37.

vocational program prepares a student for a single occupation. The machine shop course, for example, prepares for entrance into more than 200 occupations as defined in the Dictionary of Occupational Titles.

The major difficulty in vocational education content is not too much specificity but failure to cover some significant areas of employment. The service occupations, unskilled and semi-skilled occupations employing large proportions of women, and white collar sub-professional occupations are significantly under-represented.[18] The successful school is one geared to the needs of the people of the area it serves, including representatives of business community, government, associations, unions, and other groups.[19]

## School Faculty

The administrator must seek out and obtain for all positions the best-qualified candidates that the salary schedule and the community can attract. Inasmuch as the staff is by far the most important part of the school system, this is one of the primary responsibilities of the administrator and one that cannot be delegated.

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[18] Rupert N. Evans, "The Secondary School and Occupational Preparation," The Bulletin of the National Association of Secondary School Principals, Vol. LIII (1969), pp. 23-40.

[19] U. S. Dept. of Health, Education, and Welfare, "Rules and Regulations," Administration of Vocational Education, Vocational Bulletin No. 1 (Washington, D. C., 1967), p. 6.

Administrators who are hiring beginning vocational education teachers should give special consideration to the role perceptions held by teachers who possess twenty college semester hours or less and be prepared to provide them with additional help.[20] One of the best ways in which an administrator can assist his instructional staff is to do some teaching himself. Unless he has an opportunity to teach, an administrator cannot help his teachers to any great extent. School administrators might pattern their need to keep up-to-date on the Air Force, in which the highest-ranking officers continue to fly. With a required number of flying hours per month, they remain in touch with new technologies so that when they are working with young airmen, they know the present system, not one 20 years old. Children are changing as much in their way as is the technology of airplanes. If an administrator teaches, he will discover how different these new children are.

The superintendent must recommend for discharge all personnel rendering unsatisfactory service. This recommendation is made after adequate observation, supervision, and an attempt to help the teacher succeed. The superintendent also recommends personnel for tenure after satisfactory examples of good service.

The administrator is responsible for the assignment of

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[20]Kolan K. Bisbee, "Beginning Vocational Education Teachers: Their Characteristics and Role Perceptions," National Association of Industrial and Technical Education, Vol. 12, No. 2 (Winter, 1975), pp. 18, 20.

personnel to various positions, direction of the work, and supervision of performance. Certain of these functions may be delegated to other staff members, but the delegation does not relieve the administrator of the responsibility and involves the further duty of supervising those to whom the function has been delegated.

It is the responsibility of the administrator to draw up and submit to the board the salary schedule that is most likely to attract and hold the best teachers to guarantee the best possible type of instruction that is commensurate with the school district's ability to pay. Unfortunately bidding for teachers' services over the past ten years has become a part of the national scene, and school districts are forced into competition whether they like it or not. Ordinarily the best teachers go where the pay is higher, so if a district is not paying the best salaries, it cannot attract the best teachers. The district must attend closely to the quality of its instruction. It is also the duty of the administration to recommend salary adjustments to hold personnel without whom the educational program would suffer, but without disservice to other staff members.

The administrator, with the board, is responsible for the development of policies on fringe benefits that are in keeping with those of other districts and other industries, benefits that will be a positive morale factor. In addition to salary schedules, prospective employees examine very carefully school buildings, working conditions, and fringe

benefits or all kinds.

It seems likely that the administrator is indeed the key to the success of technical institutes, area vocational schools, and other specialized segregated vocational school organizations. Moreover, the head of such a specialized school has a freedom of action which is not accorded to a high school principal or even to an assistant superintendent for secondary school education. Similarly, the head of a technical institute has greater freedom of action than a dean of occupational education who must report to an official two or three steps down the administrative hierarchy in a comprehensive community college. This suggests that the more able vocational administrators are more likely to be attracted to separate vocational institutions while comprehensive institutions are able to attract persons who are willing to accept poorer working conditions and who are in the main less competent. Twin remedies for this situation would seem to be (1) greatly expanded programs of development of vocational education administrators so that the supply of competent personnel is somewhere near the demand and (2) improved working conditions for capable people in vocational education in comprehensive institutions so that these positions will be considerably more attractive than they have been in the past.[21]

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[21]Evans, Foundations of Vocational Education (Urbana, Illinois, 1971), p. 272.

School Finances

The budget is the instrument by which the educational program of the school district is accomplished. In addition to providing for the present needs of the school system, it must reflect as much long-range planning as is consistent with fair economy and a reasonable community effort. With the state-aid picture changing from year to year and federal aid uncertain; with demands on the schools increasing; with teachers' salaries rising and shortages of good teachers continuing; with growing pressure for more emphasis on mathematics, science, and special instruction for the gifted; and with increasing demands for the education of mentally and physically handicapped children; the budget must reflect the most broadminded thinking of teachers, the administration, the board, and the community.

The administrator must keep a running account of budget demands in order to develop the new budget and work on the final form to be presented to the board of education. He must keep the budget within bounds and be sure the board understands the purposes and function of all budget divisions. The board should realize that only items provided for in the budget can be obtained. One great responsibility of the administrator is to convey the idea that the budget must be determined by school needs, not by a static, preordained tax rate.

The administrator must report fully and frequently on all financial affairs so that the board will have all

information relative to income and expenditures of the district.

As the purchasing officer of the district, the administrator is responsible for making all purchases, obtaining quotes and bids, and awarding contracts after presenting to the board the need for such action.

Where necessary, the administrator should recommend changes in accounting procedures. No accounting procedure should take place completely outside the principal's office. The usual accounting safeguards--signing of checks, voucher filing, etc.--should be practiced. The board should periodically audit all accounts, but the whole accounting procedure should stem from the chief school administrator.

It is tacitly understood that the administrator is required to save all possible funds for the district. He should insure wise purchasing, seek additional revenue wherever possible, and, in short, manage the system as economically as possible with wisdom and prudence.

## Related Studies

A study was made by Johnson in 1966 to identify and examine factors which may influence the board in its selection of a superintendent and to identify the administrative behavior preferred by boards of education in the superintendent. These perceptions were then compared by wealth of the school district and size of student enrollment to see if

either of these community variables were related to board responses.

School boards preferred the superintendent of schools to be a 45 year old, white, experienced superintendent. He should be married, a family man, affiliated with a Protestant church, and should have had seven years of administrative experience and preparation at or beyond the master's degree level. The factor most influential in his selection was his record of previous administrative experience. There was no evidence to indicate that board presidents' preferences for certain characteristics were dependent upon the wealth or size of the school district. In areas which necessitated contact with the school staff and patrons, boards preferred a high degree of democratic behavior. The board expected the superintendent to be less democratic in areas of finance, leadership, and curriculum.[22]

Gregg and Knezevich compiled the following information about today's superintendent (who is referred to as "he" throughout for good reason--only one percent are women).

He is hardly a boy wonder. The median age of American superintendents is now 48, compared to 43 in 1921, 44 in 1930, and 52 in 1958-59. In the largest districts there is a trend, however, toward younger men as superintendents, with a corresponding disappearance of those over 65. In

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[22]Lawrence O. Johnson, Superintendent's Characteristics and Administrative Behavior Deemed Desirable by Boards of Education in Iowa Schools" (unpublished Doctoral Dissertation, Iowa State University, Ames, 1966), p. 64.

1958-59 11 percent of those at the helm were past the mid-sixties; in 1970 there were none.

About 81 percent of the superintendents entered the supervisory field before their 35th birthdays, and only 5.5 percent after age 40. Most started their administrative careers between 25 and 29, 59 percent of them as principals and 11 percent as assistant principals. Only 20 percent were appointed to a superintendency before age 30. The weighted median age for entering the superintendency was 36, with the second administrative position at age 39.[23]

A study was conducted by Briggs (1971) to determine the basic areas of competencies necessary for effective administration of vocational technical education. By reviewing literature on the subject and by pilot study critiques, he developed a 40-item questionnaire which he administered to practicing vocational technical administrators of (1) area vocational schools, (2) metropolitan school systems, and (3) junior colleges, and then (4) to the chief school officers of these institutions to identify the subject matter areas and competencies and to determine which were common "to and among administrators of vocational technical education."

In all cases where this differences was significant, the vocational technical administrators rated the competence

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[23]Russell T. Gregg and Stephen J. Knezevich, "The Man We Call Superintendent," American School Board Journal, Vol. CLVIII (June, 1971), pp. 12, 13.

higher than did the chief school officer. His study indicated that all of the administrators who returned his questionnaire felt that all of the competencies listed were relatively important in preparing individuals for administrative roles in vocational technical education.[24]

Copeland recommended that further study be made on "The identification of basic competencies necessary for leadership roles in such areas as curriculum development, facilities planning, finance, and business management of vocational schools.[25]

A study by Lawrence (1968) was made to determine the difference between the personality characteristics of school administrators. In addition the degree of innovativeness of each was compared with the following descriptive variables: (1) age, (2) size of school district in which he was employed, and (3) the number of years during which he had held his current position.

Within the total group of superintendents, a significant multiple correlation was found between personality and willingness to accept change. The contributions of significance were made by six personality factors:

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[24]Lloyd D. Briggs, "Basic Competencies Necessary for Administrators of Vocational and Technical Education" (unpublished Doctoral Dissertation, Oklahoma State University, Stillwater, 1971), pp. 24, 25.

[25]Amanda B. Copeland, "Participant Assessment of Content and Experience Emphasis in Vocational Leadership Training Programs Offered at Eleven Universities" (unpublished Doctoral Dissertation, Oklahoma State University, Stillwater, 1972), p. 79.

(1) emotionally less stable to emotionally stable, (2) sober to happy-go-lucky, (3) shy to venturesome, (4) tough-minded to tender-minded, (5) trusting to suspicious, and (6) relaxed to tense.

A significant relationship was found to exist between the size of the district and the degree of innovativeness of the superintendent; superintendents from larger school districts were considered more innovative. These superintendents have available a larger number of specialized administrative staff members which would give release time to superintendents to explore new innovative educational techniques.[26]

Whitney conducted a nationwide survey to identify the administrative levels, job titles, duties, responsibilities, and conditions of employment of chief vocational education administrators in junior colleges in the United States. He concluded that the desirable preparation for the chief vocational technical administrator should include a master's degree in vocational, technical, or industrial education or in educational administration. The desirable preparation also included several years of occupational experience in a field related to skill crafts, engineering, or business and

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[26]Clifford Lawrence, "Personality Characteristics of School Superintendents Who Implement Innovation in the Public Schools" (unpublished Doctoral Dissertation, Utah State University, Logan, 1968), pp. 73, 74.

industrial managements.[27]

A review of the literature by Copeland states that the major strength of vocational programs is directly related to the dedication of vocational education personnel who believe strongly in the work they are doing; thus, personnel of the highest caliber and professional status have been sought. However, many people are beginning to express concern for acquiring properly trained persons with the dedication and zeal needed in leadership positions other than just teachers of vocational education.[28]

Soule (1966) conducted an analysis of the role of local directors of vocational education in Michigan. The populations were chosen on the basis of experience as a director.

The experienced directors were found to be significantly more aware of their role as defined by Soule. He recommended that an internship be established for training local directors of vocational education.[29]

Copeland stated that the need for properly trained leaders was the first step in the right direction. However, one of the greater problems that colleges, universities, and

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[27]Larry J. Whitney, "An Analysis of the Administrative Structure and the Role of the Chief Vocational Technical Education Administrator in Public Junior Colleges" (unpublished Doctoral Dissertation, University of Missouri, Columbia, 1967), p. 28.

[28]Copeland, p. 21.

[29]David Howard Soule, "The Role of the Director of Vocational Education in the Local School District of Michigan" (unpublished Doctoral Dissertation, Wayne State University, Detroit, 1966), p. 62.

state departments found confronting them when they began to initiate new leadership development programs was constructing and providing curricula that reflected the changes that had been occurring in all areas of the world of work; updated and improved curricula were needed that would produce the new type of leadership called for to help solve many of the current problems and issues.[30]

Several studies of teacher characteristics are related to a study by Storm (1966), who sought to answer questions concerning (1) the family status of successful teachers, (2) the nature of the successful teacher's industrial experience, (3) his educational background, (4) teaching loads, (5) salaries, and (6) membership in professional organizations.

He found that (1) successful teachers generally attended state universities while unsuccessful teachers were more likely to be a product of other institutions, (2) successful teachers had more advanced degrees and taught classes with higher student-teacher ratios, and (3) the average low success teacher had 4.1 years more of occupational experience than the average high success teacher.[31]

The purpose of Burr's study was to analyze the job of the vocational high school principal: his duties,

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[30]Copeland, p. 24.

[31]George Storm, "The Successful Teacher in Technical Education: The Preparation of the Successful Teacher" (unpublished Doctoral Dissertation, Oregon State University, Corvallis, 1966), pp. 34, 35.

responsibilities, and activities. The study involved an interview with nine such principals. He concluded that the vocational high school principal should have a background equivalent to that of other school administrators. In addition, the vocational high school principal needed work experience in industry or some trade or technical occupation and specialized training and experience in vocational technical and/or practical arts education.[32]

A study was conducted by Penner (1972) to show that vocational education could, and should, provide a large portion of the nation's youth with the best possible preparation for existing and future employment opportunities. It should also provide training for the handicapped and disadvantaged and remedial training for those whose skills have become obsolete. In addition, it must be the vehicle for updating skills throughout the working life of an individual and for making higher quality vocational education available to a larger group of persons.

The study recognized that neither the skilled craftsman from industry nor the secondary vocational teacher is adequately prepared for his new role as an adult educator.[33]

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[32]Deline Coe Burr, "A Job Analysis of the Vocational High School Principalship" (unpublished Doctoral Dissertation, Cornell University, Ithaca, New York, 1954), p. 12.

[33]Wayman R. Penner, "Perceptions of the Nature of Adult Vocational Teacher Education Needs As Held by Adult Students, Teachers and Coordinators of Adult Education in Oklahoma Area Vocational-Technical Centers" (unpublished Doctoral Dissertation, Oklahoma State University, Stillwater, 1972), p. 14.

The following conclusions are based on the findings from a study conducted by Swingle (1974):

1. More than three-fourths of the respondents definitely indicated a desire to enroll in vocational education.
2. Female respondents indicated secretarial science as the most popular vocational education choice among 38 occupations listed, followed by child care with teacher aide third.
3. Male respondents indicated auto mechanics as the most popular vocational education choice among 38 occupations listed, followed by carpentry with radio-television repair third.
4. Planned programs should be developed and implemented to encourage students to stay in high school until graduation.
5. There is ample evidence that encouragement should be given parents and teachers to influence students to develop the attitude that it is not desirable to be unemployed or underemployed.
6. The parent's occupation is not a very reliable indicator of student interest in a like occupational area.[34]

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[34]Theodore Paul Swingle, "Vocational Education Preference of Senior High School Students in a Four County Area of Florida" (unpublished Doctoral Dissertation, Oklahoma State University, Stillwater, 1974), p. 72.

## Summary

One of the serious concerns of the times is the selection, preparation, and on-the-job improvement of school administration. Educators have been concerned about the selection and training of the individuals who will serve in these leadership positions. The scope of a superintendent's work requires him to have insights into three basic skills: technical, human, and conceptual. These skills can and should be developed by those seeking advancement as school executives.

The superintendent's responsibility is to bring to the business administration of his school system (1) an understanding of the basic purposes of the schools, (2) a respect for the professional prerogatives of teachers and principals, and (3) a realization of the value of harmony and cooperation. An important function of the effective administrator is keeping the community informed on the progress, needs, and accomplishments of the local schools.

The traditional academic educational program is neither meaningful nor productive for a substantial number of young people. In a typical community at least two or three out of every ten students in the ninth grade will drop out of school before high school graduation. In all probability at least two-thirds of the young people will go directly from high school into employment.

The Vocational Education Act of 1963 was passed to reduce the unemployment which had created an unbelievable

amount of poverty in what had been termed an "affluent society". Government advisors decided that the only real solution to poverty problems is the retraining of workers. Since many small schools offer no vocational curriculum or only production agriculture and homemaking, in rural areas the trend is toward establishing area vocational schools so that students may prepare for an occupation.

Although regulations are necessary in administering a program of vocational education or general education, effective planning requires that persons responsible for the educational programs consider the following significant factors:

1. Employing highly qualified and efficient personnel.
2. Relating the curriculum directly to employment opportunities and needs of youth and adults.
3. Analyzing occupations as the basis of specific course content.
4. Providing needed facilities and equipment.
5. Allowing sufficient time for instruction to develop skills and judgment for accepted levels of performance in the student's chosen vocation.
6. Evaluating and continual revising of the program.
7. Engaging in needed research.

It seems likely that the administrator is the key to

the success of technical institutes, area vocational schools, and comprehensive schools.

# CHAPTER III

## METHODOLOGY AND PROCEDURE

Determining the influence of tasks and sub-tasks on the individual who will provide strong administrative leadership in the schools of Oklahoma cannot be overemphasized. In Oklahoma the area vocational school concept, as a means of providing vocational education in those areas where the independent schools cannot support a comprehensive program, has rapidly gained acceptance.

The purpose of this chapter is to describe the methods and procedures used in conducting this study. They were dictated by the central purpose of the study, which is to compare the administrative tasks of the superintendents of area vocational technical schools to the administrative tasks of superintendents of independent schools in Oklahoma. Three major areas were selected for the study:

1. Student Population
2. Instructional Staff
3. Business Administration and Management

In order to collect and analyze data pertaining to the purpose and objectives of the study, it was necessary to accomplish the following tasks:

1. Determine the population for the study.

2. Develop the instrument for data collection.

3. Develop the procedure for data collection.

4. Select the method of data analysis.

## The Study Population

The population of this study is comprised of superintendents from area vocational technical schools in Oklahoma and of a sample of superintendents of independent school districts in Oklahoma, which was determined by student membership in area vocational schools. The population for superintendents of area vocational schools was secured from the state director of area vocational schools. A state map showing the locations of these schools and their satellites was provided. A criterion was established by the investigator in the selection of the area vocational schools in Oklahoma. This was necessary in order to develop uniformity in the selection of the superintendents of area vocational schools to be used in the study. Only those schools were selected that had superintendents whose responsibilities dealt entirely with the administration of area vocational schools. Two schools in Oklahoma did not meet the investigator's criterion as of the time of the study; namely, Foster Estes Area Vo-Tech Center, Independent School District Number I-89 of Oklahoma City and Southern Oklahoma Area Vo-Tech Center, Independent School District Number I-19 of Ardmore.

This step then limited the population to that of sixteen

schools. The State Department of Vocational Education also provided the membership of daytime students enrolled in all area vocational schools in Oklahoma. The superintendents for this study were selected from Oklahoma schools with a membership of the top four grades: freshman, sophomore, junior, and senior students, with memberships varying from 256 to 925 students. This study included sixteen superintendents from area vocational schools and a pre-selection of superintendents from independent schools.

## Development of the Instrument

Because of the wide geographic distribution of superintendents, the most effective means of collecting data was a mailed questionnaire. In constructing this questionnaire the following characteristics were considered:

1. The topic is significant, one that the respondent will recognize as important enough to warrant spending his time in completing. The significance should be clearly stated on the questionnaire or in the letter accompanying it.

2. The appearance is attractive. The format is neatly arranged and clearly duplicated or printed.

3. Directions are clear and complete, important terms are defined, and each question deals with a single idea. All questions are worded as simply and as clearly as possible, and the categories provide an opportunity for easy, accurate, and unambiguous responses.

4. The questions are objective, with no leading suggestions as to the response desired.

5. Responses are easy to tabulate and interpret. It is advisable to preconstruct a tabulation sheet anticipating how the data will be tabulated and interpreted before the final form of

> the question is decided upon. This working backward from a visualization of the final analysis of data is an important step in avoiding ambiguity in questionnaire form.[1]

Data were collected from responses to a questionnaire mailed on April 28, 1975, to 16 superintendents of independent schools and 16 superintendents of area vocational schools in Oklahoma. Enclosed with the questionnaire was a cover letter explaining how the questionnaire would be used and the value of the investigation. Also enclosed was a self-addressed envelope with return postage. A follow-up letter was mailed to the nonrespondents two weeks later encouraging them to return the completed forms.

A panel composed of two experienced superintendents of independent schools, two superintendents of area vocational schools, one representative from the state vocational education division, and one representative from higher education at Oklahoma State University conducted a pilot study of the questionnaire and determined that the items were yielding the kind of information that was needed. The panel also discussed with the investigator the difficulties in responding to certain items on the questionnaire.

## Statistic Procedure

The t-test was selected as a statistical model designed to determine whether two groups, as represented by their means, are significantly different. In yielding an index of

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[1]John W. Best, Research in Education (Indianapolis, Ind., 1970), p. 170.

the significance of mean differences, t formulas take into account the following factors: (1) mean difference, (2) population variability, (3) sample size, and (4) presence of correlated data where applicable.

The statistic is subsequently interpreted for statistical significance from a probability table that indicates the probability that an observed mean difference or more extreme difference could be attributed to chance alone. If the t value is sufficiently large, the null hypothesis is rejected, and the researcher concludes that the two samples under investigation are not drawn from the same population; that is, they are different.[2]

A null hypothesis states that there is no significant difference betwen two or more parameters. It concerns a judgment as to whether apparent differences are real differences or whether they merely result from sampling error.

Underlying use of the t-test are the assumptions that (1) the sample data have been drawn from the population of selected matched pairs, (2) the population from which each sample is drawn is normally distributed, and (3) the populations have the same variance.[3]

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[2]James W. Popham and Kenneth A. Sirotnik, Educational Statistics Use and Interpretation (New York, 1967), pp. 133-134.

[3]Best, p. 270.

# CHAPTER IV

## PRESENTATION AND ANALYSIS OF THE DATA

The results of this study are presented in three sections with a summary and general discussion of the results at the end of the chapter. The first section considers the major task area of the student population and its related sub-tasks. The student t-test was used to determine differences between area vocational technical school superintendents and independent school district superintendents for measuring the degree of importance and the amount of time perceived by the superintendents in their role in using these sub-tasks. The purpose of this study was to make a comparative analysis of the administrative tasks and sub-tasks used by both types of superintendents.

The second section encompasses the major task area of the instructional staff and its related sub-tasks. The student t-test was used to determine the degree of importance and the amount of time which the area vocational technical school superintendents and the independent school district superintendents spend on the administrative task in this study. The correlated t-test was used to measure the difference between the responses of the area vocational technical school superintendents and the independent school

district school superintendents.

The third section includes the major task area of the business administration and its related sub-tasks. The correlated student t-test was used to determine the difference between the responses of area vocational technical school superintendents and independent school district superintendents.

The responses from the questionnaire were programmed to produce the following data:

1. Mean
2. Mean Difference
3. Standard Deviation
4. Correlated t-test Scores

The standard deviation was used in this study to reflect dispersion of the responses from an expanded Likert Scale so that variability of distribution could be determined. The correlated t-test was used to determine the significant difference of the data in comparing the responses of the area vocational technical school superintendents and the independent school district superintendents. The correlated t-test formula was used since the independent school district student memberships of the top four grades were matched to those of area vocational technical school daytime memberships.

## Student Population

Hypothesis No. 1: No significant difference exists between the administrative tasks and sub-tasks

related to student personnel as perceived by superintendents of independent schools and superintendents of area vocational technical schools.

Table I encompasses the major task area of student population, which includes 21 related sub-task items. The responses on each item were from 16 area vocational technical school superintendents and 16 independent school district superintendents. The 21 administrative sub-task items had two different responses: (1) degree of importance, and (2) amount of time which the superintendent and the administrative staff spent on each sub-task.

The results of the data for the 21 items were tested at the .05 level of significance for a two-tailed test. The table value at the .05 level of significance was 2.13 with 15 degrees of freedom. The null hypothesis was accepted on all sub-tasks having a t-score less than 2.13. Those sub-tasks having a t-score above 2.13 rejected the null hypothesis.

The null hypothesis was accepted by the following sub-tasks: 1a, 1b, 1c, 1d, 1f, 1h, 1j, 1k, 1l, 1m, 1n, 1o, 1q, 1s, and 1u. The results indicate that 15 sub-tasks at the .05 level were not significantly different.

In Table II there are six sub-tasks with t-test scores larger than 2.13, which indicates that the null hypothesis was rejected. Three of the sub-tasks are related to the area vocational technical school superintendents, and three are related to the independent school district

TABLE I

STUDENT POPULATION

| Sub-Task | | Degree of Importance AVT | ISD | Diff | SD | t-test |
|---|---|---|---|---|---|---|
| | | Mean | Mean | Mean | SD | t-score |
| 1a. | Dealing with problems that result from student age difference. | 7.63 | 7.13 | .50 | 5.42 | .36 |
| 1b. | Student enrollment. | 1.69 | 5.19 | 3.50 | 6.33 | 1.85 |
| 1c. | Students entering school other than at the beginning of school. | 4.57 | 5.88 | 1.31 | 5.70 | .89 |
| 1d. | Maintenance of permanent records. | 3.06 | 2.44 | .62 | 4.00 | .61 |
| 1e. | Required physical examination specified for students participating in certain activites or classes. | 7.44 | 4.13 | 3.31 | 4.51 | 2.85 |
| 1f. | Promotion and retention of students. | 4.81 | 3.81 | 1.00 | 5.27 | .74 |
| 1g. | Tuition students. | 5.06 | 8.50 | 3.44 | 5.42 | 2.46 |
| 1h. | Transfer of students from other school districts. | 7.13 | 6.88 | .25 | 4.96 | .20 |
| 1i. | Promoting safety and preventing accidents. | 1.25 | 4.50 | 3.25 | 3.68 | 3.42 |
| 1j. | Disciplinary problems of students. | 3.44 | 2.44 | 1.00 | 4.35 | .89 |
| 1k. | Planning and conducting disaster drills. | 4.00 | 4.13 | .13 | 5.29 | .09 |
| 1l. | Administering student insurance programs. | 6.19 | 6.31 | .12 | 4.86 | .10 |

TABLE I (Continued)

| Sub-Task | | AVT | ISD | Diff | SD | t-test |
|---|---|---|---|---|---|---|
| | | Mean | Mean | Mean | SD | t-score |
| 1m. | Damage to equipment and property caused by unacceptable behavior. | 5.00 | 4.38 | .62 | 3.72 | .65 |
| 1n. | Planning special education for students. | 4.69 | 3.00 | 1.69 | 5.18 | 1.26 |
| 1o. | Collection of money for student fees and activies. | 5.81 | 5.88 | .07 | 5.15 | .05 |
| 1p. | Supervision of students during school hours and extracurricular activities. | 5.63 | 2.50 | 3.13 | 4.31 | 2.81 |
| 1q. | School attendance problems. | 2.44 | 3.44 | 1.00 | 4.42 | .88 |
| 1r. | Problems resulting from students eating in the school cafeteria. | 8.38 | 5.50 | 2.88 | 4.23 | 2.64 |
| 1s. | Provision of transportation for students to school, to job, as related to instruction. | 3.06 | 4.38 | 1.32 | 3.98 | 1.28 |
| 1t. | Supervision of students participating in on-the-job training. | 2.81 | 5.50 | 2.69 | 4.43 | 2.35 |
| 1u. | Student organizations. | 3.94 | 4.88 | .94 | 4.89 | .74 |

TABLE II

STUDENT POPULATION

| Degree of Importance by Superintendents--Significant Difference | | | | |
|---|---|---|---|---|
| Sub-Task | | AVT or ISD | t-test Score | Null Hypothesis Accept or Reject |
| 1e. | Required physical examination specified for students participating in certain activities or classes. | ISD | 2.85 | Reject |
| 1g. | Tuition students. | AVT | 2.46 | Reject |
| 1i. | Promoting safety and preventing accidents. | AVT | 3.42 | Reject |
| 1p. | Supervision of students during school hours and extracurricular activities. | ISD | 2.81 | Reject |
| 1r. | Problems resulting from students eating in the school cafeteria. | ISD | 2.64 | Reject |
| 1t. | Supervision of students participating in on-the-job training. | AVT | 2.35 | Reject |

superintendents. The area vocational technical school superintendents rated the following sub-tasks having a higher degree of importance:

1g. Tuition of students.

1i. Promoting safety and preventing accidents.

1t. Supervision of students participating in on-the-job training.

The independent school district superintendents rated the following sub-tasks having a higher degree of importance:

1e. Required physical examination specified for students participating in certain activities or classes.

1p. Supervision of students during school hours and extracurricular activities.

1v. Problems resulting from students eating in the school cafeteria.

Table III continues to emphasize the major task area of student population, but the responses from the superintendents were in regard to the amount of time spent by superintendents and the administrative staff on each sub-task.

The t-test scores indicated that 17 of the 21 sub-task items showed no significant difference. Since the t-test scores for the remaining four sub-task items were above the table value of 2.13, a significant difference was indicated.

The 17 sub-tasks showing no significant difference were as follows: 1a, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1k, 1l, 1m, 1n, 1o, 1q, 1r, 1s, and 1u.

TABLE III

STUDENT POPULATION

| Sub-Task | | Time Spent AVT | ISD | Diff | SD | t-test |
|---|---|---|---|---|---|---|
| | | Mean | Mean | Mean | SD | t-score |
| 1a. | Dealing with problems that result from student age difference. | 8.81 | 8.44 | .37 | 4.62 | .31 |
| 1b. | Student enrollment. | 2.69 | 5.44 | 2.75 | 2.82 | 3.78 |
| 1c. | Students entering school other than at the beginning of school. | 7.00 | 7.75 | .75 | 4.83 | .60 |
| 1d. | Maintenance of permanent records. | 5.19 | 4.94 | .25 | 3.90 | .25 |
| 1e. | Required physical examination specified for students participating in certain activities or classes. | 9.31 | 7.88 | 1.43 | 3.97 | 1.40 |
| 1f. | Promotion and retention of students. | 6.25 | 6.06 | .19 | 4.19 | .17 |
| 1g. | Tuition students. | 7.50 | 9.63 | 2.13 | 4.74 | 1.74 |
| 1h. | Transfer of students from other school districts. | 9.56 | 8.25 | 1.31 | 3.12 | 1.63 |
| 1i. | Promoting safety and preventing accidents. | 3.69 | 6.25 | 2.56 | 4.80 | 2.07 |
| 1j. | Disciplinary problems of students. | 7.13 | 4.19 | 2.94 | 3.91 | 2.91 |
| 1k. | Planning and conducting disaster drills. | 8.63 | 7.81 | .82 | 2.83 | 1.11 |
| 1l. | Administering student insurance programs. | 8.69 | 8.31 | .38 | 2.91 | .50 |

TABLE III (Continued)

| Sub-Task | | AVT | ISD | Diff | SD | t-test |
|---|---|---|---|---|---|---|
| | | Mean | Mean | Mean | SD | t-score |
| 1m. | Damage to equipment and property caused by unacceptable behavior. | 8.38 | 7.69 | .69 | 3.48 | .77 |
| 1n. | Planning special education for students. | 6.75 | 5.56 | 1.19 | 5.47 | .84 |
| 1o. | Collection of money for student fees and activities. | 6.94 | 6.88 | .06 | 3.72 | .07 |
| 1p. | Supervision of students during school hours and extracurricular activities. | 6.63 | 3.13 | 3.50 | 4.12 | 3.29 |
| 1q. | School attendance problems. | 5.19 | 4.38 | .81 | 4.07 | .77 |
| 1r. | Problems resulting from students eating in the school cafeteria. | 9.88 | 7.68 | 2.20 | 4.13 | 2.05 |
| 1s. | Provision of transportation for students to school, to job, as related to instruction. | 4.68 | 6.19 | 1.51 | 4.32 | 1.35 |
| 1t. | Supervision of students participating in on-the-job training. | 5.69 | 8.69 | 3.00 | 3.55 | 3.27 |
| 1u. | Student organizations. | 7.00 | 7.19 | .19 | 3.91 | .19 |

The following sub-tasks which indicated a significant difference were rated as involving a greater amount of time by the area vocational technical school superintendents:

1b. Student enrollment.

1t. Supervision of students participating in on-the-job training.

The following sub-tasks which indicated a significant difference were rated as involving more time by the independent school district superintendents:

1j. Disciplinary problems of students.

1p. Supervision of students during school hours and extracurricular activities.

In Table IV are listed the four sub-tasks which indicated a significant difference and were rated as involving a greater amount of time by the area vocational technical school superintendents and the independent school district superintendents.

TABLE IV

STUDENT POPULATION

| Time Spent by Superintendents--Significant Difference | | | | |
|---|---|---|---|---|
| Sub-Task | | AVT or ISD | t-test Score | Null Hypothesis Accept or Reject |
| 1b. | Student enrollment. | AVT | 3.78 | Reject |
| 1j. | Disciplinary problems of students. | ISD | 2.91 | Reject |
| 1p. | Supervision of students during school hours and extracurricular activities. | ISD | 3.29 | Reject |
| 1t. | Supervision of students participating in on-the-job training. | AVT | 3.27 | Reject |

Instructional Staff

Hypothesis No. 2: No significant difference exists between the administrative tasks and sub-tasks related to the teaching staff as perceived by superintendents of independent schools and superintendents of area vocational technical schools.

In Table V are listed nine sub-tasks related to the major task area of instructional staff. Six of the sub-tasks had a t-test score below 2.13, which indicates that the null hypothesis was accepted. The responses indicate

TABLE V

INSTRUCTIONAL STAFF

| Sub-Task | | Degree of Importance AVT | ISD | Diff | SD | t-test |
|---|---|---|---|---|---|---|
| | | Mean | Mean | Mean | SD | t-score |
| 2a. | Developing salary schedule and contracts for the instructional staff | 1.81 | 1.88 | .07 | 1.39 | .17 |
| 2b. | Determining length of employment year. | 6.06 | 6.13 | .07 | 6.91 | .04 |
| 2c. | Total working hours, daytime and evening classes. | 3.38 | 6.38 | 3.00 | 5.04 | 2.31 |
| 2d. | Participating in professional growth (conferences), national, state, and district | 3.25 | 3.44 | .19 | 3.47 | .21 |
| 2e. | In-service training in the school. | 2.38 | 4.06 | 1.68 | 2.99 | 2.18 |
| 2f. | Evaluation of instructional staff. | 2.13 | 2.50 | .37 | 3.33 | .44 |
| 2g. | Earning college credits to meet district certification standards. | 4.06 | 4.19 | .13 | 5.10 | .10 |
| 2h. | Suspension or non-renewal by reasons of state law. | 5.44 | 5.88 | .44 | 5.59 | .30 |

the degree of importance which the superintendents attached to each sub-task. The six sub-task items were listed: 2a, 2b, 2d, 2f, 2g, and 2h.

The t-scores in Table VI indicate that the area vocational technical school superintendents rated as having a higher degree of importance two of the three sub-tasks which had rejected the null hypothesis. The two sub-tasks were as follows:

2c. Total working hours, daytime and evening classes.

2e. In-service training in the school.

The independent school district superintendents indicated that they placed a higher degree of importance on implementing the following sub-task:

2i. Scheduling duties and responsibilities of the teacher, such as hall duty, class sponsorship, and local reports.

Table VII continues to emphasize the major task area of instructional staff; however, the responses from the superintendents were in regard to the amount of time spent by administrators and staff in implementing each of the nine sub-tasks.

The t-test scores indicate that nine out of nine sub-task scores were below the table value of 2.13. The results revealed that none of the sub-tasks indicated a significant difference. The sub-tasks were as follows: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, and 2i.

TABLE VI

INSTRUCTIONAL STAFF

| Degree of Importance by Superintendents--Significant Difference | | | |
|---|---|---|---|
| Sub-Task | AVT or ISD | t-test Score | Null Hypothesis Accept or Reject |
| 2c. Total working hours, daytime and evening classes. | AVT | 2.31 | Reject |
| 2e. In-service training in the school. | AVT | 2.18 | Reject |
| 2i. Scheduling duties and responsibilities of the teacher, such as hall duty, class sponsorship, and local reports. | ISD | 3.54 | Reject |

TABLE VII

INSTRUCTIONAL STAFF

| Sub-Task | | Time Spent AVT Mean | ISD Mean | Diff Mean | SD SD | t-test t-score |
|---|---|---|---|---|---|---|
| 2a. | Developing salary schedule and contracts for the instructional staff. | 4.50 | 3.75 | .75 | 3.67 | .79 |
| 2b. | Determining length of employment year. | 8.81 | 8.25 | .56 | 3.98 | .55 |
| 2c. | Total working hours, daytime and evening classes. | 4.63 | 7.44 | 2.81 | 5.81 | 1.87 |
| 2d. | Participating in professional growth (conferences), national, state, and district. | 5.31 | 6.56 | 1.25 | 4.09 | 1.19 |
| 2e. | In-service training in the school. | 5.56 | 6.56 | 1.00 | 3.87 | 1.00 |
| 2f. | Evaluation of instructional staff. | 4.50 | 4.81 | .31 | 4.50 | .27 |
| 2g. | Earning college credits to meet district certification standards. | 5.69 | 6.44 | .75 | 4.67 | .62 |
| 2h. | Suspension or non-renewal by reasons of state law. | 9.06 | 7.81 | 1.25 | 4.63 | 1.05 |
| 2i. | Scheduling duties and responsibilities of the teacher, such as hall duty, class sponsorship, and local reports. | 8.44 | 6.31 | 2.13 | 4.44 | 1.85 |

An analysis of the data indicates that no significant difference existed between the responses of the superintendents of area vocational technical schools and those of the superintendents of independent school districts.

Business Administration and Management

Hypothesis No. 3: No significant difference exists between the administrative tasks and sub-tasks related to school business management as perceived by superintendents of independent schools and superintendents of area vocational technical schools.

In Table VIII are listed 13 sub-task items related to the major task area of business administration and management. These sub-task items had two different responses: (1) degree of importance, and (2) amount of time which the superintendents and the staff spent on each sub-task. Eleven of the sub-tasks had a t-test score below the table value of 2.13, which indicates that the null hypothesis was accepted. The eleven sub-task items were as follows: 3a, 3b, 3c, 3d, 3f, 3g, 3h, 3i, 3j, and 3k.

TABLE VIII

BUSINESS ADMINISTRATION AND MANAGEMENT

| Sub-Task | | Degree of Importance AVT | ISD | Diff | SD | t-test |
|---|---|---|---|---|---|---|
| | | Mean | Mean | Mean | SD | t-score |
| 3a. | Developing the financial budget for the operation of the school for the fiscal year. | 1.19 | 1.31 | .12 | 1.05 | .46 |
| 3b. | Accounting and reporting of all business functions involving the total educational program. | 1.75 | 1.81 | .06 | 2.36 | .10 |
| 3c. | Purchasing of equipment and supplies. | 1.69 | 2.94 | 1.25 | 2.66 | 1.82 |
| 3d. | Routing of invoices and checking of school purchases. | 2.88 | 2.38 | .50 | 3.43 | .57 |
| 3e. | Payroll for all school employees. | 1.75 | 1.69 | .06 | 1.95 | 1.24 |
| 3f. | Payment of bills and claims. | 1.50 | 2.25 | .75 | 2.25 | 1.29 |
| 3g. | Auditing of student activities, teacher records, federal programs, and financial records. | 3.06 | 2.25 | .81 | 4.71 | .67 |
| 3h. | Insurance of building and contents, medical insurance, workmen's compensation, and school transportation. | 2.56 | 2.50 | .06 | 3.73 | .07 |
| 3i. | School construction program to include architects, contractors, and bondsmen. | 1.31 | 2.63 | 1.32 | 2.95 | 1.72 |

TABLE VIII (Continued)

| Sub-Task | AVT | ISD | Diff | SD | t-test |
|---|---|---|---|---|---|
| | Mean | Mean | Mean | SD | t-score |
| 3j. Planning and writing proposals for federal and state programs. | 3.25 | 3.00 | .25 | 4.48 | .22 |
| 3k. Preparation for special and regular school board meetings. | 1.38 | 1.56 | .18 | 1.70 | .43 |
| 3l. Coordination of school, community, business, and industrial activities. | 1.13 | 2.31 | 1.18 | 1.91 | 2.41 |
| 3m. Coordination of feeder, dependent, or member schools. | 2.56 | 6.56 | 4.00 | 4.55 | 3.40 |

Table IX indicates that two sub-tasks had a t-test score above the table value of 2.13. Therefore the null hypothesis was rejected, with both sub-tasks rated higher in importance by the area vocational technical school superintendents. The sub-tasks were as follows:

3l. Coordination of school, community, business, and industrial activities.

3m. Coordination of feeder, dependent, or member schools.

TABLE IX

BUSINESS ADMINISTRATION AND MANAGEMENT

| Degree of Importance by Superintendents--Significant Difference | | | |
|---|---|---|---|
| Sub-Task | AVT or ISD | t-test Score | Null Hypothesis Accept or Reject |
| 31. Coordination of school, community, business, and industrial activities. | AVT | 2.41 | Reject |
| 3m. Coordination of feeder, dependent, or member schools. | AVT | 3.40 | Reject |

Table X continues to emphasize the major task area of business administration and the related sub-task items. The responses from the superintendents were in regard to the amount of time spent by the administrators and the staff on each of the 13 items.

The t-test scores indicate that 11 out of 13 sub-task scores were below the table value of 2.13. The results determined that these items accepted the null hypothesis. The sub-tasks were as follows: 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j, and 3k.

TABLE X

BUSINESS ADMINISTRATION AND MANAGEMENT

| Sub-Task | | Time Spent AVT | ISD | Diff | SD | t-test |
|---|---|---|---|---|---|---|
| | | Mean | Mean | Mean | SD | t-score |
| 3a. | Developing the financial budget for the operation of the school for the fiscal year. | 3.00 | 2.38 | .62 | 3.00 | .81 |
| 3b. | Accounting and reporting of all business functions involving the total educational program. | 3.19 | 3.56 | .37 | 3.14 | .46 |
| 3c. | Purchasing of equipment and supplies. | 4.06 | 4.69 | .63 | 3.94 | .62 |
| 3d. | Routing of invoices and checking of school purchases. | 5.69 | 5.25 | .44 | 4.30 | .39 |
| 3e. | Payroll for all school employees. | 4.31 | 5.56 | 1.25 | 4.21 | 1.15 |
| 3f. | Payment of bills and claims. | 4.31 | 4.94 | .63 | 3.08 | .79 |
| 3g. | Auditing of student activities, teacher records, federal programs, and financial records. | 6.06 | 4.50 | 1.56 | 3.79 | 1.60 |
| 3h. | Insurance of building and contents, medical insurance, workmen's compensation, and school transportation. | 6.38 | 5.38 | 1.00 | 3.79 | 1.02 |
| 3i. | School construction program to include architects, contractors, and bondsmen. | 3.56 | 5.31 | 1.75 | 4.52 | 1.50 |

TABLE X (Continued)

| Sub-Task | | AVT | ISD | Diff | SD | t-test |
|---|---|---|---|---|---|---|
| | | Mean | Mean | Mean | SD | t-score |
| 3j. | Planning and writing proposals for federal and state programs. | 5.88 | 5.00 | .88 | 4.39 | .77 |
| 3k. | Preparation for special and regular school board meetings. | 2.69 | 3.88 | 1.19 | 3.50 | 1.31 |
| 3l. | Coordination of school, community, business, and industrial activities. | 1.81 | 5.50 | 3.69 | 3.35 | 4.27 |
| 3m. | Coordination of feeder, dependent, or member schools. | 3.81 | 7.50 | 3.69 | 4.88 | 2.93 |

Table XI indicates that two sub-tasks had t-test scores above the table value of 2.13. The two sub-task items rated higher by the area vocational technical school superintendents were as follows:

3e. Coordination of school, community, business, and industrial activities.

3m. Coordination of feeder, dependent, or member schools.

TABLE XI

BUSINESS ADMINISTRATION AND MANAGEMENT

| Time Spent by Superintendents--Significant Difference | | | |
|---|---|---|---|
| Sub-Task | AVT or ISD | t-test Score | Null Hypothesis Accept or Reject |
| 31. Coordination of school, community, business, and industrial activities. | AVT | 4.27 | Reject |
| 3m. Coordination of feeder, dependent, or member schools. | AVT | 2.73 | Reject |

## Chapter Summary

An analysis of the data collected for this study revealed that there was a significant difference between the responses of the area vocational technical school superintendents and the responses of the independent school district superintendents in regard to identifiable sub-tasks. The following sub-tasks were identified as having a t-test score above 2.13:

1. Tuition of students.
2. Promoting safety and preventing accidents.
3. Supervision of students participating in on-the-job training.

4. Required physical examination specified for students participating in certain activities or classes.
5. Supervision of students during school hours and extracurricular activities.
6. Problems resulting from students eating in the school cafeteria.
7. Student enrollment.
8. Disciplinary problems of students.
9. Total working hours, daytime and evening classes.
10. In-service training in the school.
11. Scheduling duties and responsibilities of the teacher, such as hall duty, class sponsorship, and local reports.
12. Coordination of feeder, dependent, or member schools.
13. Coordination of school, community, business, and industrial activities.

The results of this data indicate that superintendents feel either that these administrative tasks take a great deal of time or that they are very important in school administration.

# CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### Summary

The purpose of this study was to ascertain whether or not there exists any difference between the administrative function of a superintendent of schools in an independent school district and that of an area vocational technical school superintendent. To be more specific, the investigator used different tasks and sub-tasks which are necessary in the normal operation of each school system.

In order to accomplish the purpose of the study, three null hypotheses were used to test statistically the degree of relationship between the tasks performed by superintendents of independent school districts and superintendents of area vocational technical schools in the following task areas:

1. Student Population
2. Instructional Staff
3. Business Administration and Management

This study used 16 area vocational technical schools in Oklahoma, which were selected on the basis of having a separate board of education and a superintendent. The

independent school districts were selected on the basis of the range from the highest to the lowest student membership in the top four grades matched with an area vocational technical school with the same membership. The total number of schools used in this study was 32, 16 area vocational technical schools and 16 independent schools.

Because of the amount of work and time anticipated by the investigator, the scope of this study was reduced to three major administrative tasks: student population, instructional staff, and business management.

The instrument was designed to include the major task areas and their related administrative sub-tasks. The sub-tasks had two responses. One was the degree of importance, and the other was the amount of time devoted to administering the sub-task. The sub-tasks were evaluated by each superintendent by marking his response on an expanded Likert Scale of 1 through 11. On the scale, 1 represented the greatest involvement of time and the highest degree of importance.

Responses from 32 superintendents were consolidated, cards were key-punched, and a program was designed to produce the mean, mean difference, standard deviation, and correlated t-test scores. The t-test scores indicated an acceptance or rejection of the null hypothesis at the .05 level of significance. The level of significance at the .05 level with 15 degrees of freedom had a table value of 2.13.

## Conclusions

This study has provided information that should be helpful in other studies. It is hoped that the results will stimulate additional studies in relation to the administrative tasks of area vocational technical school superintendents and independent school district superintendents.

Based upon the analysis of the results of the study related to the administrative sub-task scores, the following conclusions were made by the investigator:

1. The area vocational technical school superintendents indicated a higher degree of importance and a greater amount of time spent in implementing these sub-tasks as compared to independent school district superintendents. The identified sub-tasks listed below had a t-score greater than 2.13:
    a. Tuition of students.
    b. Promoting safety and preventing accidents.
    c. Supervision of students participating in on-the-job training.
    d. Staff working hours, daytime and evening classes.
    e. In-service training in the school.
    f. Coordination of school, community, business, and industrial activities.
    g. Coordination of feeder, dependent, or member schools.

2. The area vocational technical school superintendents and the staff indicated that the greatest amount of time was involved in administering the following sub-tasks:
    a. Student enrollment.
    b. Supervision of students participating in on-the-job training.
    c. Coordination of school, community, business, and industrial activities.
    d. Coordination of feeder, dependent, or member schools.
3. In regard to area vocational technical school superintendents, the following three sub-tasks appeared in both the degree of importance and the amount of time involved in administering the sub-tasks:
    a. Supervision of students participating in on-the-job training.
    b. Coordination of school, community, business, and industrial activities.
    c. Coordination of feeder, dependent, or member schools.
4. The independent school district superintendents indicated a higher degree of importance and a greater amount of time spent in implementing these sub-tasks as compared to area vocational technical superintendents. The identified

sub-tasks listed below had a t-score larger than 2.13:

a. Required physical examination specified for students participating in certain activities or classes.

b. Supervision of students during school hours and extracurricular activities.

c. Problems resulting from students eating in the school cafeteria.

d. Scheduling duties and responsibilities of the teacher, such as hall duty, class sponsorship, and local reports.

5. The independent school district superintendents and staff indicated that a large amount of time was involved in administering the following sub-tasks:

a. Disciplinary problems of students.

b. Supervision of students during school hours and extracurricular activities.

6. In regard to the independent school district superintendents, the following administrative sub-task appeared both in the degree of importance and the amount of time necessary for its implementation:

a. Supervision of students during school hours and extracurricular activities.

The results of this data determined that a significant

difference exists between a number of administrative tasks and sub-tasks which are applicable to normal school system operations as perceived by area vocational technical school superintendents and independent school district superintendents. The difference was indicated by sub-tasks having t-scores greater than 2.13. The smaller the t-score, the less the difference and the closer the similarity of the mean score response of both the area vocational technical school superintendents and the independent school district superintendents.

The reader must be mindful of the fact that the study was directed toward finding the difference between administrative sub-tasks. The investigator would encourage the reader to compare the responses of superintendents on each sub-task in order to analyze the degree of importance and the amount of time needed for implementing these sub-tasks in their school operation.

## Recommendations

Based upon the results of the data collected, observations made by the investigator while conducting the study, and the experiences received during administrative internships with superintendents, the following recommendations were formulated:

1. It is recommended that area vocational technical school superintendents and independent school district superintendents exchange ideas which

have been most effective in the implementation of specific administrative sub-tasks.

2. It is recommended that studies be made that would include different major administrative task areas from those used in this study, which included student population, instructional staff, and business administration and management.

3. It is recommended that the data obtained in the study be further analyzed to concentrate on the similarity of sub-tasks in reference to the over-all degree of importance and the amount of time spent in implementing sub-tasks.

4. It is recommended that each student administrator participate in an internship with both area vocational technical school superintendents and independent school district superintendents.

5. It is recommended that administrators of training institutions analyze the data in this study to determine the feasibility of developing programs to be implemented in the future.

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# APPENDIX A

## COVER LETTERS AND QUESTIONNAIRE

TONKAWA PUBLIC SCHOOLS

T. J. ALLEN, SUPERINTENDENT

TONKAWA, OKLAHOMA

(Cover letter to selected panel members)

April 11, 1975

(Inside Address)

(Salutation)

You have been selected to serve as a member of a panel to evaluate this questionnaire as to its content. You are to determine if it meets the purpose for which it was designated. The purpose of the study is to determine if a difference exists in the administrative task of a superintendent of an area vocational school as compared to the administrative function of a superintendent of a comprehensive school.

Complete the questionnaire, making corrections or desired changes by writing on the questionnaire next to the item which needs revising or clarifying.

Return the questionnaire in the self-addressed envelope to T. J. Allen, Superintendent of Schools at Tonkawa. I personally want to express my appreciation for assisting me in this study.

Sincerely,

T. J. Allen, Superintendent
Tonkawa Public Schools

Enclosure

TONKAWA PUBLIC SCHOOLS

T. J. ALLEN, SUPERINTENDENT

TONKAWA, OKLAHOMA

(Cover letter to Superintendents of Area Vocational-Technical Schools and Comprehensive High Schools)

April 28, 1975

(Inside Address)

(Salutation)

You have been selected to complete this questionnaire for a study in progress. The purpose of the study is to determine if a difference exists in the administrative task of a superintendent of an area vocational school as compared to the administrative function of a superintendent of a comprehensive school.

Complete the questionnaire as soon as possible, and return it in the self-addressed envelope to: T. J. Allen, Superintendent of Schools at Tonkawa, Oklahoma. I personally want to express my appreciation for assisting me in this study.

Sincerely,

T. J. Allen, Superintendent
Tonkawa Public Schools

Enclosure

ADMINISTRATIVE TASKS AND SUB-TASKS
IDENTIFIED BY SUPERINTENDENTS

Below is a list of identified tasks selected by administrators of comprehensive high schools and area vocational technical schools. In selecting the appropriate number on each scale, the superintendent will consider the degree of importance and the amount of time which the superintendent, principal, and administrative staff use in administering the task. For each sub-task two (2) similar scales have been constructed, one for the degree of importance and the other for the amount of time which the administration places on each item.

An (x) marked on the scale should reflect your opinion as to the degree of importance which your administration places on each sub-task. A number of (1) on the scale is considered very important; (6), moderately important; (11), least important.

On the time scale your response marked by an (x) should indicate your opinion of the amount of time devoted to administering the sub-task. (1) represents the greatest amount of time; (6), moderate amount of time; (11), the least amount of time.

Mark an (x) over a number on the scale, 1 through 11, with (1) representing the greatest involvement and (11) representing the least involvement of your administrative staff.

Example:

Special Education — Importance X 2 3 4 5 6 7 8 9 10 11

Time Spent 1 2 3 4 5 6 7 X 9 10 11

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STUDENT POPULATION

1a. Dealing with problems that result from student age difference. — Importance 1 2 3 4 5 6 7 8 9 10 11

Time Spent 1 2 3 4 5 6 7 8 9 10 11

| | | |
|---|---|---|
| 1b. Student enrollment. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 1c. Students entering school other than at the beginning of school. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 1d. Maintenance of permanent records. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 1e. Required physical examination specified for students participating in certain activities or classes. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 1f. Promotion and retention of students. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 1g. Tuition students. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 1h. Transfer of students from other school districts. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 1i. Promoting safety and preventing accidents. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 1j. Disciplinary problems of students. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 1k. Planning and conducting disaster drills. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |

| | | |
|---|---|---|
| ll. Administering student insurance programs. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| lm. Damage to equipment and property caused by unacceptable behavior. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| ln. Planning special education for students. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| lo. Collection of money for student fees and activities. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| lp. Supervision of students during school hours and extracurricular activities. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| lq. School attendance problems. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| lr. Problems resulting from students eating in the school cafeteria. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| ls. Provision of transportation for students to school, to job, as related to instruction. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| lt. Supervision of students participating in on-the-job training. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| lu. Student organizations. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |

INSTRUCTIONAL STAFF

| | | |
|---|---|---|
| 2a. Developing salary schedule and contracts for the instructional staff. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 2b. Determining length of employment year. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 2c. Total working hours, daytime and evening classes. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 2d. Participating in professional growth (conferences), national, state, and district. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 2e. In-service training in the school. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 2f. Evaluation of instructional staff. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 2g. Earning college credits to meet district certification standards. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 2h. Suspension or nonrenewal by reasons of state law. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 2i. Scheduling duties and responsibilities of the teacher, such as hall duty, class sponsorship, and local reports. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |

BUSINESS ADMINISTRATION AND MANAGEMENT

| | | |
|---|---|---|
| 3a. Developing the financial budget for the operation of the school for the fiscal year. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 3b. Accounting and reporting of all business functions involving the total budget. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 3c. Purchasing of equipment and supplies. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 3d. Routing of invoices and checking of school purchases. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 3e. Payroll for all school employees. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 3f. Payment of bills and claims. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 3g. Auditing of student activities, teacher records, federal programs and financial records. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 3h. Insurance of building and contents, medical insurance, workmen's compensation, and school transportation. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 3i. School construction program to include architects, contractors, and bondsmen. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |

| | | |
|---|---|---|
| 3j. Planning and writing proposals for federal and state programs. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 3k. Preparation for special and regular school board meetings. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 3l. Coordination of school, community, business, and industrial activities. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |
| 3m. Coordination of feeder, dependent, or member schools. | Importance | 1 2 3 4 5 6 7 8 9 10 11 |
| | Time Spent | 1 2 3 4 5 6 7 8 9 10 11 |

# APPENDIX B

## FREQUENCY TABLES OF RESPONSES

TABLE XII

LIST OF SCHOOLS AND STUDENT ENROLLMENT

| Vocational-Technical | | | Comprehensive | | |
|---|---|---|---|---|---|
| No. | School | Enroll. | No. | School | Enroll. |
| 1a. | Tulsa County Area Vocational-Technical | 929 | 1b. | Miami | 922 |
| 2a. | Indian Capital Area Vocational-Technical | 699 | 2b. | Guymon | 698 |
| 3a. | Kiamichi Area Vocational-Technical | 671 | 3b. | Broken Bow | 666 |
| 4a. | Canadian Valley Area Vocational-Technical | 619 | 4b. | Atoka | 609 |
| 5a. | Northeast Oklahoma Area Vocational-Technical | 617 | 5b. | Collinsville | 603 |
| 6a. | Tri-County Area Vocational-Technical | 590 | 6b. | Wagoner | 586 |
| 7a. | Gordon Cooper Area Vocational-Technical | 585 | 7b. | Bristow | 581 |
| 8a. | Great Plains Area Vocational-Technical | 568 | 8b. | Hugo | 569 |
| 9a. | Central Oklahoma Area Vocational-Technical | 561 | 9b. | Cushing | 557 |
| 10a. | O. T. Autry Area Vocational-Technical | 554 | 10b. | Clinton | 542 |
| 11a. | Mid-America Area Vocational-Technical | 497 | 11b. | Noble | 493 |

TABLE XII (Continued)

| Vocational-Technical | | | Comprehensive | | |
|---|---|---|---|---|---|
| No. | School | Enroll. | No. | School | Enroll. |
| 12a. | Caddo-Kiowa Area Vocational-Technical | 441 | 12b. | Cleveland | 444 |
| 13a. | Red River Area Vocational-Technical | 391 | 13b. | Crooked Oak | 393 |
| 14a. | Pioneer Area Vocational-Technical | 361 | 14b. | Madill | 363 |
| 15a. | Western Oklahoma Area Vocational-Technical | 292 | 15b. | Morris | 293 |
| 16a. | Oklahoma Northwest Area Vocational-Technical | 256 | 16b. | Pawnee | 258 |

TABLE XIII

RESPONSES OF SUPERINTENDENTS OF AREA VOCATIONAL-TECHNICAL AND OF COMPREHENSIVE SCHOOLS

| Item No. | Student Population - Degree of Importance: Vocational-Technical | | | | | | | | | | | Comprehensive | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1a. | 2 | 0 | 1 | 1 | 0 | 3 | 0 | 1 | 0 | 1 | 7 | 3 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 5 | 2 | 2 |
| 1b. | 11 | 3 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 3 | 5 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 1 |
| 1c. | 5 | 0 | 2 | 1 | 2 | 3 | 0 | 0 | 1 | 1 | 1 | 2 | 0 | 1 | 4 | 0 | 3 | 1 | 1 | 1 | 2 | 1 |
| 1d. | 9 | 0 | 2 | 1 | 0 | 2 | 0 | 1 | 0 | 1 | 0 | 8 | 4 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 1e. | 3 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 1 | 8 | 3 | 3 | 3 | 1 | 1 | 2 | 0 | 1 | 1 | 1 | 0 |
| 1f. | 6 | 0 | 1 | 1 | 2 | 2 | 0 | 0 | 0 | 2 | 2 | 5 | 2 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 1 | 1 |
| 1g. | 2 | 2 | 3 | 1 | 2 | 2 | 0 | 1 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 2 | 9 |
| 1h. | 2 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 1 | 3 | 4 | 2 | 0 | 1 | 3 | 1 | 1 | 0 | 1 | 0 | 3 | 4 |
| 1i. | 14 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 2 | 2 | 0 | 0 | 1 | 3 | 0 | 1 | 1 |
| 1j. | 7 | 1 | 3 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 8 | 4 | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| 1k. | 7 | 3 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 2 | 0 | 6 | 2 | 0 | 1 | 2 | 2 | 0 | 0 | 1 | 1 | 1 |
| 1l. | 2 | 0 | 3 | 1 | 1 | 3 | 0 | 0 | 2 | 1 | 3 | 4 | 0 | 0 | 1 | 0 | 2 | 1 | 3 | 1 | 3 | 1 |
| 1m. | 5 | 1 | 0 | 0 | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 3 | 2 | 2 | 1 | 0 | 0 | 1 | 1 | 1 |
| 1n. | 5 | 0 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 3 | 5 | 2 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 1o. | 5 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 2 | 0 | 4 | 2 | 2 | 2 | 2 | 0 | 1 | 1 | 1 | 1 | 0 | 4 |
| 1p. | 6 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 2 | 1 | 3 | 9 | 2 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| 1q. | 10 | 0 | 3 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 6 | 2 | 3 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 1r. | 3 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 9 | 1 | 1 | 2 | 2 | 3 | 2 | 2 | 1 | 0 | 0 | 2 |
| 1s. | 8 | 0 | 2 | 1 | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 4 | 1 | 3 | 1 | 1 | 1 | 1 | 3 | 1 | 0 | 0 |
| 1t. | 10 | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 3 | 3 | 1 | 0 | 1 | 1 | 0 | 1 | 2 | 1 | 3 |
| 1u. | 4 | 1 | 2 | 4 | 2 | 1 | 0 | 1 | 0 | 0 | 1 | 2 | 3 | 2 | 2 | 1 | 2 | 0 | 1 | 0 | 2 | 1 |

TABLE XIV

RESPONSES OF SUPERINTENDENTS OF AREA VOCATIONAL-TECHNICAL AND OF COMPREHENSIVE SCHOOLS

| Item No. | Student Population - Time Spent: Vocational-Technical | | | | | | | | | | | Comprehensive | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1a. | 0 | 0 | 0 | 1 | 0 | 4 | 0 | 2 | 0 | 2 | 7 | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 1 | 2 | 5 | 4 |
| 1b. | 8 | 2 | 0 | 1 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 1 | 3 | 3 | 1 | 2 | 1 | 1 | 0 |
| 1c. | 1 | 0 | 4 | 0 | 1 | 2 | 0 | 0 | 3 | 0 | 5 | 1 | 0 | 0 | 1 | 0 | 4 | 1 | 1 | 1 | 6 | 1 |
| 1d. | 2 | 1 | 0 | 3 | 2 | 4 | 1 | 2 | 0 | 1 | 0 | 4 | 0 | 1 | 1 | 4 | 2 | 0 | 2 | 1 | 0 | 1 |
| 1e. | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 3 | 9 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 3 |
| 1f. | 2 | 2 | 2 | 0 | 1 | 1 | 0 | 2 | 2 | 1 | 3 | 1 | 1 | 1 | 5 | 0 | 1 | 1 | 1 | 2 | 0 | 3 |
| 1g. | 1 | 0 | 2 | 0 | 0 | 4 | 0 | 2 | 2 | 0 | 5 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 12 |
| 1h. | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 1 | 2 | 9 | 2 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 2 | 7 |
| 1i. | 6 | 2 | 2 | 0 | 1 | 2 | 0 | 2 | 0 | 1 | 0 | 1 | 1 | 4 | 1 | 0 | 1 | 0 | 3 | 1 | 2 | 2 |
| 1j. | 2 | 1 | 1 | 0 | 0 | 3 | 0 | 1 | 2 | 3 | 3 | 4 | 2 | 4 | 1 | 0 | 1 | 0 | 2 | 0 | 1 | 1 |
| 1k. | 0 | 0 | 0 | 1 | 1 | 3 | 0 | 0 | 3 | 4 | 4 | 0 | 1 | 0 | 2 | 0 | 2 | 1 | 1 | 2 | 3 | 4 |
| 1l. | 1 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 3 | 3 | 5 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 1 | 2 | 5 | 5 |
| 1m. | 1 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 4 | 3 | 4 | 0 | 1 | 1 | 1 | 0 | 2 | 3 | 1 | 2 | 0 | 5 |
| 1n. | 3 | 0 | 1 | 1 | 0 | 1 | 2 | 1 | 3 | 1 | 3 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 0 |
| 1o. | 1 | 1 | 0 | 2 | 1 | 3 | 0 | 2 | 2 | 1 | 3 | 2 | 0 | 2 | 2 | 0 | 1 | 0 | 2 | 1 | 1 | 5 |
| 1p. | 4 | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 3 | 2 | 3 | 6 | 1 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 1 |
| 1q. | 3 | 2 | 2 | 2 | 0 | 1 | 1 | 0 | 2 | 2 | 1 | 2 | 5 | 2 | 0 | 1 | 2 | 1 | 1 | 1 | 0 | 1 |
| 1r. | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 1 | 11 | 1 | 1 | 1 | 0 | 1 | 1 | 2 | 0 | 2 | 3 | 4 |
| 1s. | 4 | 2 | 0 | 3 | 0 | 2 | 0 | 2 | 3 | 0 | 0 | 2 | 0 | 1 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 1 |
| 1t. | 5 | 1 | 0 | 0 | 0 | 1 | 3 | 2 | 1 | 1 | 2 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 3 | 2 | 3 | 5 |
| 1u. | 1 | 0 | 1 | 2 | 1 | 3 | 1 | 1 | 2 | 1 | 3 | 0 | 0 | 1 | 1 | 3 | 3 | 0 | 2 | 2 | 3 | 1 |

TABLE XV

RESPONSES OF SUPERINDENDENTS OF AREA VOCATIONAL-TECHNICAL AND OF COMPREHENSIVE SCHOOLS

| Item No. | Instructional Staff - Degree of Importance: Vocational-Technical | | | | | | | | | | | Comprehensive | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 2a. | 11 | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 2 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2b. | 5 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 2 | 1 | 4 | 4 | 0 | 3 | 1 | 0 | 0 | 0 | 1 | 0 | 4 | 3 |
| 2c. | 8 | 1 | 0 | 1 | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 2 | 1 | 1 | 3 | 1 | 1 | 0 | 0 | 1 | 3 | 3 |
| 2d. | 7 | 0 | 2 | 2 | 2 | 2 | 0 | 0 | 1 | 0 | 0 | 4 | 3 | 3 | 2 | 0 | 2 | 1 | 0 | 1 | 0 | 0 |
| 2e. | 8 | 2 | 3 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 3 | 3 | 0 | 2 | 2 | 0 | 2 | 1 | 0 | 0 |
| 2f. | 9 | 2 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 1 |
| 2g. | 7 | 2 | 1 | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 2 | 6 | 2 | 1 | 1 | 0 | 2 | 0 | 1 | 0 | 3 | 0 |
| 2h. | 5 | 2 | 0 | 0 | 1 | 0 | 1 | 2 | 2 | 1 | 2 | 3 | 2 | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 3 | 3 |
| 2i. | 2 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 3 | 3 | 4 | 5 | 1 | 4 | 2 | 0 | 1 | 1 | 1 | 0 | 0 | 1 |

TABLE XVI

RESPONSES OF SUPERINTENDENTS OF AREA VOCATIONAL-TECHNICAL AND OF COMPREHENSIVE SCHOOLS

| | Instructional Staff - Time Spent | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item No. | Vocational-Technical | | | | | | | | | | | Comprehensive | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 2a. | 4 | 1 | 2 | 2 | 0 | 2 | 2 | 1 | 2 | 0 | 0 | 4 | 2 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 1 | 1 |
| 2b. | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 1 | 4 | 1 | 6 | 1 | 0 | 0 | 1 | 0 | 3 | 1 | 1 | 1 | 3 | 5 |
| 2c. | 5 | 0 | 2 | 1 | 1 | 2 | 2 | 0 | 2 | 1 | 0 | 2 | 0 | 2 | 1 | 0 | 1 | 0 | 1 | 0 | 6 | 3 |
| 2d. | 3 | 1 | 2 | 0 | 2 | 2 | 1 | 2 | 2 | 0 | 1 | 0 | 1 | 3 | 0 | 1 | 3 | 2 | 1 | 1 | 4 | 0 |
| 2e. | 2 | 0 | 1 | 3 | 2 | 2 | 0 | 4 | 2 | 0 | 0 | 1 | 1 | 0 | 2 | 1 | 3 | 0 | 2 | 5 | 1 | 0 |
| 2f. | 3 | 1 | 3 | 1 | 2 | 2 | 1 | 2 | 1 | 0 | 0 | 3 | 2 | 1 | 0 | 4 | 2 | 0 | 1 | 2 | 1 | 0 |
| 2g. | 2 | 1 | 3 | 1 | 2 | 1 | 1 | 0 | 1 | 2 | 2 | 2 | 2 | 1 | 1 | 0 | 2 | 0 | 2 | 1 | 2 | 3 |
| 2h. | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 3 | 1 | 2 | 7 | 2 | 1 | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 3 | 6 |
| 2i. | 0 | 0 | 1 | 1 | 0 | 2 | 1 | 2 | 1 | 4 | 4 | 4 | 0 | 1 | 0 | 1 | 0 | 3 | 0 | 4 | 1 | 2 |

TABLE XVII

RESPONSES OF SUPERINTENDENTS OF AREA VOCATIONAL-TECHNICAL AND OF COMPREHENSIVE SCHOOLS

| Business Administration and Management - Degree of Importance | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item No. | Vocational-Technical | | | | | | | | | | | | Comprehensive | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 3a. | 15 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 14 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3b. | 13 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | | 10 | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3c. | 10 | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 7 | 2 | 2 | 1 | 2 | 0 | 1 | 0 | 1 | 0 | 0 |
| 3d. | 8 | 1 | 3 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | | 8 | 3 | 1 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| 3e. | 11 | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | | 10 | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3f. | 12 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 10 | 1 | 1 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| 3g. | 10 | 0 | 0 | 2 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | | 10 | 3 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 |
| 3h. | 9 | 0 | 3 | 1 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | | 8 | 4 | 1 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 |
| 3i. | 13 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 11 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| 3j. | 7 | 2 | 2 | 1 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | | 7 | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 3k. | 12 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 14 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 3l. | 14 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 9 | 1 | 3 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| 3m. | 11 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | | 4 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 8 |

TABLE XVIII

RESPONSES OF SUPERINTENDENTS OF AREA VOCATIONAL-TECHNICAL AND OF COMPREHENSIVE SCHOOLS

| Item No. | Business Administration and Management - Time Spent: Vocational-Technical 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | Comprehensive 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3a. | 8 | 2 | 1 | 0 | 2 | 1 | 1 | 0 | 0 | 1 | 0 | 6 | 3 | 3 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3b. | 7 | 2 | 1 | 1 | 0 | 3 | 1 | 1 | 0 | 0 | 0 | 7 | 1 | 1 | 1 | 2 | 2 | 0 | 1 | 0 | 0 | 1 |
| 3c. | 5 | 2 | 2 | 1 | 2 | 0 | 0 | 2 | 1 | 0 | 1 | 3 | 1 | 4 | 0 | 3 | 1 | 0 | 1 | 1 | 2 | 0 |
| 3d. | 3 | 0 | 0 | 1 | 2 | 5 | 2 | 0 | 1 | 1 | 1 | 2 | 3 | 1 | 0 | 2 | 2 | 3 | 0 | 1 | 1 | 1 |
| 3e. | 5 | 1 | 2 | 3 | 0 | 2 | 0 | 0 | 0 | 1 | 2 | 3 | 2 | 0 | 1 | 2 | 2 | 1 | 0 | 3 | 0 | 2 |
| 3f. | 5 | 2 | 1 | 3 | 0 | 1 | 0 | 0 | 2 | 1 | 1 | 1 | 3 | 1 | 4 | 2 | 1 | 1 | 0 | 1 | 1 | 1 |
| 3g. | 4 | 0 | 0 | 0 | 1 | 3 | 2 | 2 | 2 | 0 | 2 | 3 | 4 | 0 | 2 | 1 | 2 | 0 | 1 | 2 | 1 | 0 |
| 3h. | 3 | 0 | 0 | 2 | 1 | 1 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 3 | 3 | 1 | 0 | 1 | 2 | 0 |
| 3i. | 5 | 1 | 3 | 1 | 2 | 3 | 0 | 0 | 1 | 0 | 0 | 4 | 1 | 1 | 1 | 2 | 2 | 0 | 0 | 2 | 1 | 2 |
| 3j. | 2 | 0 | 3 | 0 | 1 | 2 | 4 | 0 | 2 | 2 | 0 | 3 | 1 | 3 | 2 | 1 | 1 | 1 | 1 | 0 | 1 | 2 |
| 3k. | 8 | 2 | 1 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 6 | 1 | 0 | 4 | 1 | 0 | 2 | 0 | 1 | 1 | 0 |
| 3l. | 11 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 3 | 1 | 0 | 1 | 3 | 1 | 1 |
| 3m. | 7 | 2 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 1 | 0 | 1 | 1 | 2 | 0 | 0 | 8 |

VITA

Thomas Jefferson Allen

Candidate for the Degree of

Doctor of Education

Thesis: COMPARATIVE ANALYSIS OF ADMINISTRATIVE MAJOR TASKS BETWEEN SUPERINTENDENTS OF INDEPEPENDENT SCHOOL DISTRICTS AND SUPERINTENDENTS OF AREA VOCATIONAL TECHNICAL SCHOOLS IN OKLAHOMA

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