

THE SUPPLY AND DEMAND OF PUBLIC SCHOOL
ADMINISTRATORS IN OKLAHOMA

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CHAPTER I

INTRODUCTION

Public school education will continue to come under the scrutinizing eye of the local school patron as these concerned citizens look to local school administrators for direction in solving the educational problems of their respective communities. Public demand for competent school administration is reflected in the large number of accountability models being developed and employed by school districts.

Administrator supply and demand has a direct bearing upon the number of qualified school administrators available to accept positions in Oklahoma. The availability of competent, well-trained administrators is paramount when discussing the uncertainties affecting education. Clifford Hooker (1973, p. 1) stated that nothing is more indicative of the precarious position of educational administration than the supply and demand for qualified administrative talent. The supply of well-trained administrators could affect the quality of education for boys and girls in Oklahoma.

The elasticity of supply and demand make it very difficult to pinpoint a causal relationship between the variables of administrator supply and demand. According to Hooker (1973, p. 1):

Both supply and demand are nebulous elastic concepts, having many of the properties of an invisible gas which expands, contracts, and takes different shapes as the result of external forces.

Statement of the Problem

The overabundance of school teachers in the past decade has changed the economic status of educators from a scarcity market to a market which reflects an oversupply of individuals holding valid teaching certificates in contrast to the number of available positions. Harold G. Regier (1972, p. 7) foretold of this economic situation when he stated that college and university graduates of the 1970's will face the prospect of very few jobs and many candidates. The economic waste implied by teacher oversupply is implicit in the public school administrator supply picture. The decrease in the number of teaching positions could, logically, cause a reduction in the number of administrative positions needed in Oklahoma.

According to Mary Elliff (1935, p. 1), before any plan can be devised for controlling the relationship between supply and demand in the teaching profession, it is mandatory to know the annual number of teachers available to assume positions and the quantity of appointments available; the same reasoning should apply to public school administrators.

It is imperative that prospective administrators be advised of the supply and the demand for their services. A plan should be developed which would allow these prospective administrators to view the job market and to receive accurate program counseling from advisors in educational administration at institutions of higher education. The overriding factor in addressing the problem of public school administrator supply and demand is the development of a feasible method for providing these data. The attainment of this information will add another dimension to career information and educational accountability.

According to Clifford Hooker (1973, p. 46):

The value of a study of this nature lies in the guidance which it provides for policy makers. Persons responsible for setting policies respecting both training programs and the state credentialing function should be aided in their work if a supply and demand study is to be anything more than an academic exercise.

Need for the Study

In dealing with the question of administrator supply and demand, attention should be focused on the administrator manpower relationship that exists at the state level. According to the American Association of Colleges for Teacher Education of New York State (1974, p. 242), the following considerations are necessary if education is to be developed and strengthened:

1. Relationship studies between supply and demand should be carried out on a biannual basis.
2. Planning at the state level should develop from the data received from the study.
3. A systematic means of determining what kinds of people are entering the profession, who remains in education, and what kinds of people are needed in the profession.
4. Individualized career planning and counseling should be developed to assist preservice and inservice professionals at the institutional level.
5. Certification should be differentiated from degree programs.
6. Continuous projective studies to anticipate demands for training modifications arising from population shifts, manpower changes, or adjustments in program emphasis or priorities.
7. Regional needs and priorities may suggest that some institutions be discouraged from preparing particular kinds of educators while other institutions should be encouraged to design programs to meet certain needs.
8. State-financed incentives should be forthcoming to aid institutions in developing a need-oriented program.

The lack of adequate statistical information in Oklahoma regarding the supply and demand of public school administrators indicates the necessity for collecting data encompassing: source of the supply, nature of the supply, and the demand placed on the supply. The analysis of these factors in public school administrator supply and demand will reveal certain present-day practices in the tutelage of Oklahoma public school administrators.

The source of supply for Oklahoma public school administrative positions is generated from Oklahoma colleges and universities as well as from institutions of higher education located in several other states. The institutions preparing public school administrators are annually contributing to the supply of administrators with little attention, if any, given to the total number of prospective administrators available for employment.

In determining the nature of the supply of public school administrators, this study would be remiss if the supply reflected only the extent to which the several institutions of higher education are producing public school administrators. Several other factors enter into the nature of the supply, such as age, sex, professional preparation, and type of certification held. According to Hooker (1973, p. 1), a detailed look at public school administrators, their age, sex, tenure, level of preparation, and certification provides an accurate picture of school administrators for the next several years.

The demand for public school administrators will focus on job availability. The demand factor speaks to the problem of administrator retirement, natural attrition, and the creation of new administrative positions in the State of Oklahoma. This factor will give the study

a comparison data base. This data base will allow the study to answer its intended question, that being, "What is the supply of and what is the demand for public school administrators in Oklahoma?"

In the last analysis, this study will provide a technique to be used in a continuous investigation of the supply of and demand for public school administrators in Oklahoma.

Purpose of the Research

The purpose of this research was to establish a feasible way to measure the supply of certified Oklahoma public school administrators and to relate it to available demand data for the year 1975-76. In order to shed light on the development of a program to assist public school administrator preparation institutions in the counseling of prospective public school administrators, an accurate data base must be established. From this data base, sound guidance procedures and state credentialing policies can be formulated.

Research Questions

This research attempted to answer the following questions:

1. What is the age of individuals holding valid standard or provisional school administrator certificates at each level (i.e., superintendent, secondary principal, and elementary principal)?
2. What is the sex of the standard and provisional administrative certificate holders by level (i.e., superintendent, secondary principal, and elementary principal)?
3. What is the highest academic degree the standard or provisional administrative certificate holder possesses, by level (i.e.,

superintendent, secondary principal, and elementary principal)?

4. What year did the standard or provisional certificate holder receive his/her certificate, by level (i.e., superintendent, secondary principal, and elementary principal)?

5. What institution of higher education granted the standard or provisional administrators certificate, by level (i.e., superintendent, secondary principal, and elementary principal)?

6. What is the teaching certificate specialization (i.e., science, social studies, math, etc.) for persons holding standard or provisional administrative certificates, by level (i.e., superintendent, secondary principal, and elementary principal)?

7. What is the proportionate racial composition of all persons holding standard or provisional administrative certificates, by level (i.e., superintendent, secondary principal, and elementary principal)?

8. What was the number of standard and provisional administrative certificates issued in the past five years by institution and year?

9. What is the number of administrators presently employed in the public schools by level of approval (i.e., superintendent, secondary principal, and elementary principal)?

10. What is the number of years each administrator has served in the public schools of Oklahoma as an administrator and teacher by level (i.e., superintendent, secondary principal, and elementary principal)?

11. What is the tenure of each administrator in the Oklahoma public schools in the present district he/she is serving, by level (i.e., superintendent, secondary principal, and elementary principal)?

12. What is the number of administrative positions in the Oklahoma public schools that require provisional or standard certification by

level of approval (i.e., superintendent, secondary principal, and elementary principal)?

13. What is the number of Oklahoma public school administrators leaving the field of educational administration (i.e., superintendent, secondary principal, and elementary principal)?

14. What is the number of additions or reductions by administrative positions for the public schools of Oklahoma by level of approval (i.e., superintendent, secondary principal, elementary principal)?

CHAPTER II

REVIEW OF THE LITERATURE

The responsibility for operation of the public schools within a state falls upon the shoulders of the public school administrators. The duties associated with administrative positions require an academic background as a generalist in human relations, with a specialized knowledge of school law, finance, curriculum, and personnel supervision. Even though the challenges are many and the available positions are limited in teaching and public school administration, an increasingly large number of educators are entering the administrator-teacher labor market (Heller, 1974, p. 15).

Supply and demand situations will vary from state to state based on population increases or decreases and the funding practices at the state level. The entire manpower picture, which includes teachers and administrators, must be adjusted to meet the demand variable. According to Harold G. Regier (1972, p. 14), in 1975 there will be an estimated 92.8 million members of the labor force, an increase of 1.4 million additional people per year searching for jobs since 1969. This trend seems to hold true in the teaching field as it is incorporated into the total job market. Tracz and Burtnyk (1971, p. 26) stated that an efficient, effective manpower design is, therefore, worthy of provident attention. More input is necessary in the development of an educational manpower model. Regier (1972, p. 4) believed that additional vocational

counseling must be available to all people when educational and vocational choices are being made. Regier (1972, p. 36) would establish a national agency to collect and report current teacher supply-demand data from all fifty states. The major purpose for this type of data would be for dissemination to school counselors and school administrators, as well as to college and university advisors, thus enabling realistic career planning for advisees.

The only way for unemployment to be halted under the existing conditions is through an increase in the demand variable for labor, and the only way to accomplish this is to create new positions to absorb the supply. Regier (1972, p. 14) found that education has reduced the demand variable in comparison to the output of new graduates holding licenses to teach. Dewitt and Tussing (1971, p. 24) revealed that the percentage of all bachelor degree candidates eligible to teach has risen from 30 percent in 1955 to about 40 percent in 1970. The result is an oversupply of teachers.

Carroll and Ryder (1974, p. v) suggested that three manpower pools exist from which the local educational agency may recruit its professional staff. These three manpower pools are composed of new graduates, a reserve pool, and the supply of personnel employed in the education sector. The annual size of each manpower pool in general, and the new graduate pool in particular, reflects an analytical observation of the long-run supply-demand curve for teachers. In the surplus situation, the number of persons employed as teachers is determined by demand.

Evidence is available which suggests that teacher supply and demand may not be functioning at normal levels in specific geographic areas. The causal factor in the aforementioned area is a reduction in the

normal turnover rate of teachers due to an attenuation of jobs outside of teaching (Hyde, 1974, p. 3). There is strong evidence to support the concept that jobs outside of teaching are declining. William Graybeal (1975, p. 6) projected that a significant number of unemployed experienced teachers will reenter active employment in education during the fall of 1974 after an interruption of one or more years. This renewal of interest in the teacher job market is reflected by a reentry level of 2.2 percent of the total elementary teachers and 2.1 percent of secondary teachers. This is a total of about 56,000 positions which will be consumed by reentering educators (Graybeal, 1975, p. 6).

The teacher supply market continues to ride the crest of mounting uncertainty as manpower forecasts predict a continuing surplus. The National Education Association (1971, p. 72) predicted in 1972 a deepening of the cyclical valley as teacher surplus was expected to be much larger than the total number of positions to be filled. The result of this oversupply, according to the N.E.A. (1971, p. 72), revealed that at least two qualified people would be available for each teaching position. W. Lewis Hyde (1974, p. 10) amplified the aforementioned statement by concluding that there are now two and one-half to three times more new teachers per year as there are jobs available. Hyde (1974, p. 10) went on to expand his premise by estimating an existing manpower pool of certified teachers, not currently teaching, to be as great as a two-year supply. Zerfoss and Shapiro (1972, p. 4) added support to the concept of great teacher surplus as they reflected Department of Labor statistics which indicated that, by 1980, 4.1 million teachers would be competing for 2.4 million teaching positions.

In the best interest of sound manpower usage, a narrow margin of

oversupply provides healthy competition. A gross oversupply of teachers is not defensible and reflects a lack of professional control by educators and the institution of education.

According to Lawrence Dewitt and Dale Tussing (1971, p. 23), the one area of agreement in occupational forecasting was that there would be a teacher oversupply in the decade ending in 1980. The solution to teacher surplus is implicit in the supply-demand model of public school administrators. Regier (1972, p. 15) suggested two answers in reference to teacher oversupply: first, reduce the output of graduates with majors in overpopulated fields; and second, instigate more teacher-related, in-school experiences during the baccalaureate program. The aforementioned concepts should improve self-selection and provide a stimulus for stricter evaluation of the pedagogical process.

Dewitt and Tussing (1971, p. 24) added a third answer to teacher oversupply in the form of demographic reality. The fact is that this country is in the middle of a decline in the number of school age children available to fill classrooms. Bob Riggs (1974, p. 1) concurred with the fact that public school population is declining and will continue the downturn until 1980. This lack of student population is directly responsible for the declining demand for teachers. Zerfoss and Shapiro (1972, p. 4) endorsed the forecast that the number of school age children would decline until about 1980, based on present demographic information.

The United States Bureau of Census estimated that, in fiscal year 1974, a net decrease of 302,000 children between the ages of 6 and 17 would occur. Projecting this fact into school enrollment suggests a decrease of 142,000 persons age 5 through 17, a decrease of 0.3 percent (Graybeal, 1975, p. 4).

It seems ironic that manpower needs in education can change so drastically in such a limited time span. This increase in teacher oversupply may be found to be tied to the economics of education. Inflation, funding cutbacks in many school districts, the budget syndrome, and class size are critical issues in teacher oversupply. David Sheldon spoke to the above issues at the height of the teacher shortage in 1970 when he stated:

Beyond the apparent shortage is a second hidden shortage created by the failure of local, state, and national governments to face up to the true needs of education in American society by budgeting enough positions in the first place. Children need small classes, well educated teachers, and teachers who have time to think and prepare for their classes (Regier, 1972, p. 8).

The teacher supply and demand curves could cross once again if the economic situation reverses its present trend of low employment and high prices. Increased funding is perhaps the only possible solution to a reduction in pupil-teacher ratios. According to Arthur H. Podilla (1972, p. 7), if student-teacher ratios can be diminished, then talk of teacher oversupply would be unjustified; however, thoughts of this happening are economically unreasonable. In the final analysis, there may not be an oversupply of teachers, but, more realistically, an under-supply of money. Regier (1972, p. 37) suggested that a country which spends only 7 percent of its gross national product on education is creating a teacher oversupply through a lack of funding.

Graybeal (1975, p. 5) spoke to the problem of pupil-teacher ratios by estimating that 336,350 additional members were needed to bring maximum class size to 24 pupils at the elementary level and maximum teacher load of 124 pupils at the secondary level. The fiscal note attached to Graybeal's 336,350 additional teachers is in excess of 3.4 billion dollars.

The teacher supply glut is beneficial to the local school district as administrators are allowed the privilege of selecting the faculty from many applications. William K. Wiener (1974, p. 1) added validity to the above mentioned concept of teacher selection when he said the result of the teacher surplus is that school districts enjoy "the pick of the litter" for their available positions. Employed teachers have abandoned job mobility and unemployed graduates are seeking positions in other fields.

It is optimistic to predict a decrease in the teacher oversupply; yet it would appear that, if and when the teacher glut ends, the inertia and entropy within the system would create an immediate teacher shortage (Carroll and Ryder, 1972, p. 104).

Results of Previous Research

A number of articles have appeared in professional journals concerning teacher supply and demand. Among these several articles, very little attention, if any, is given to the job market for prospective superintendents, principals, and assistant principals. According to Carl W. Brautigam (1973, p. 8), there is no oversupply of qualified administrative talent. There may be several reasons for this difference between teacher and administrator supply and demand. According to Clifford Hooker (1973, p. 43), a myriad of variables, many outside of the educational establishment, affects the supply and demand for administrators. The public school administrator faces a tenuous job market. The demand for administrators is relatively stable due to the rigors of school administration and the resulting short-term tenure of school administrators (Brautigam, 1973, p. 8). The administrative

market continues to be strong for well-equipped, well-trained administrators who have had a solid experience base.

Public school administrator supply and demand is influenced and is implicit in teacher supply and demand. Hooker (1973, p. 1) identified three sources for administrator supply: certified individuals now holding administrative positions, a "ready reserve" waiting their turn, and out-of-state administrators. Individuals comprising the aforementioned groups form the supply base for the majority of all administrative positions. According to C. Robert Blackmon, et al. (1974, p. 8), in the job classification including superintendent, principal, and supervisor, there are approximately two certified persons for each actual position.

The supply of administrators is affected by the age at which one enters the administrative field. Stephan Knezevich (1971 p. 28) found that 67.5 percent of all administrators entered their first job between the ages of 25 and 34. Knezevich (1974, p. 21) went on to state that approximately 1 in 20 certified administrators in the past-40 age group will enter public school administration.

The supply of public school administrators is a nebulous and elastic variable with its roots buried deep in tradition. As prospective administrators prepare themselves for these key positions in public school education, they discover the need for more and better training in management technique and the acquisition of stronger credentials. According to the American Association of School Administrators (1971, p. 44):

The trend toward greater amounts of preparation by superintendents of schools, now measured in terms of graduate degrees earned, shows no signs of abating. It is not unrealistic to predict that by the end of the decade (1980), practically all superintendents

in the so-called 'great cities' and more than 50 percent of the superintendents in all other districts will have earned doctorates.

Knezevich (1974, p. 22) amplified the AASA's statement when he said, "one would surmise that an earned doctorate today is a minimum essential for superintendents in larger school districts."

The demand of public school administrators has remained somewhat constant because of the rigors of today's administrative positions and the resulting short-term tenure. Implicit in the demand variable is the uncertainty of job security and the increasing demands placed on administrators by Boards of Education (Brautigam, 1973, p. 8). Factors affecting public school administrator demand vary somewhat from the teacher demand picture. Hooker (1973, p. 5) suggested factors which influence demand for public school administrators. These factors include: more assistants to administrators, school monies, program expansion, district reorganization, and scope of public education. The complexity of the demand equation is apparent as school monies affect program expansion and school organization. Each variable is dependent upon other variables, and the variables tend to follow circular paths as they chase each other around the administrative demand cycle.

According to Knezevich (1974, p. 28), in the 1970's approximately 230,700 public school administrator positions will be available. This number includes public school districts, private K-12 districts, intermediate units, state and federal agencies, post-secondary schools, and universities.

Methodology of Previous Research

In the economic model, supply and demand is expected to be self-regulating in reference to the job market. The natural selection of individual vocations by manpower pools, along with geographic, demographic, and upward mobile movement should cause the supply and demand curves to function normally in a free market. According to Hooker (1973, p. 1):

Supply and demand have the properties of an invisible gas which expands, contracts and takes different shapes as the result of external forces. Scientific investigation of these concepts without the assistance of sophisticated controls and techniques is therefore hazardous to say the least, all of which may explain why investigators have reported few studies of this nature. Moreover, those who venture into state investigations, rather than national ones are further encumbered with all of the nuisances of micro studies to the extent that the accuracy of results is inversely correlated with the scope of the study.

The primary reason for a study of this type is inherent in the policy-making function of State Boards of Education, colleges of teacher education, and departments of educational administration concerning the public school administrator supply-demand curve. The utility of such a study may warrant the acceptance of the errors in a supply-demand investigation.

Hooker (1973, p. 2) identified two data-collecting options as the most advisable means of gathering the needed information. The first choice for data gathering was to ask superintendents to respond to a questionnaire which requested information on all personnel who hold or are eligible to hold an administrator certificate. The second data-collection device was to contact the educational administrator training institutions for their outputs during the last five-year period.

C. Robert Blackmon, et al. (1974, p. 1), concurred with the type of data-collection devices used in Hooker's Minnesota study. In the Louisiana State University research, a questionnaire was designed to collect data on the number of Louisiana educators holding master's degrees and certificates in administration. A random selection of Louisiana's 174 school districts was made with representation from all sections of the state, types of schools by level, and various organizational structures. The questionnaire was mailed to principals, and returns were grouped into eight organizational plans. The organizational groups included: K-6, K-9, K-12, 4-12, 9-12, 5-9, 6-9, and special schools. The returns were projected to Louisiana's state total to attempt an approximation of the number of persons holding each type of administrative certificate.

The LSU research involved a second questionnaire which was sent to college and university Deans of Education to determine educational administration graduates for the two preceding years. Public school administrator demand in Louisiana was gleaned from the administrative positions listed in the Louisiana School Directory (Blackmon, et al., 1974, p. 4).

A third study involving public school administrator supply and demand was initiated and developed in West Virginia. James A. Martin and John O. Andes (1974, p. 3) revealed the use of a questionnaire to elicit information on a school district basis, as well as on an individual basis. Adding support to the questionnaire technique was data collected from the West Virginia Department of Education and the several educational administration training institutions, in order to determine the number of persons now holding or eligible to hold public school

administrator certificates.

The demand picture for school administrators in West Virginia was developed by asking local superintendents to project planned hiring of administrators at all levels, as to new positions and present positions. The second procedure used was the projection of administrator demand on the basis of turnover rate and retirement information (Martin and Andes, 1974, p. 29).

In summarizing the research in the area of public school administrator supply and demand, several similarities occurred. First, all of the studies used the questionnaire technique in gathering a data base for the supply variable. The second source of supply data came from the educational administrator training institutions. The third source of information on supply came from state departments of education. All of these studies revealed similar methodology in arriving at the supply variable.

Public school administrator demand was derived from the state school directories which were published by the several state departments of education. One study revealed the use of retirement projections in addition to a questionnaire to determine administrator demand.

Summary

Administrator supply and demand is composed of elusive and elastic variables which may tend to spur professional ambition. The result of this ambition may stem from the fact that future supply of administrators is largely a reflection of the current scene (Hooker, 1973, p. 7). The maintenance of a strong supply coupled with a strong demand is the prerequisite for a solid public school administrator supply-demand

base. The accomplishment of such a task should be undertaken by some group which is interested in educational administration. According to Clifford Hooker (1973, p. 54), "a state plan for educational administration should be developed. An agency with statewide responsibility . . . should provide the requisite leadership." Educators have a challenge to define personnel needs and to mesh people with jobs in an efficient and creative way (Smith, 1974, p. 23).

CHAPTER III

METHODOLOGY

This research attempted to reveal the relationship between Oklahoma public school administrator supply and Oklahoma public school administrator demand. The various components forming the Oklahoma public school administrator supply-demand relationship were identified and investigated in this study.

Definitions

The following terms and definitions are unique to this paper and the study in question. Educational jargon contains many varied meanings or connotations. Therefore, for reasons of clarity and understanding, the following definitions have been cited.

1. Public School Administrator: Any person who is licensed by the Oklahoma Department of Education as a school administrator and who is employed by a Board of Education to perform executive duties for the district or institution.

2. Administrator supply: The quantity of certified persons available to assume public school administrative positions in the State of Oklahoma.

3. Administrator demand: The number of executive positions which require public school administrator certification in the State of Oklahoma.

4. Oklahoma Standard Administrator Certification for the Superintendency: This certificate includes 30 semester hours of graduate work in school administration beyond the master's degree (Fisher, 1971, p. 23).

5. Oklahoma Provisional Administrator Certification for the Superintendency: This certificate shall include all work for the master's degree in school administration (Fisher, 1971, p. 23).

6. Oklahoma Standard Administrator Certification for the Principal: This certificate includes 16 semester hours of graduate course work in school administration beyond the master's degree (Fisher, 1971, p. 21).

7. Oklahoma Provisional Administrator Certification for the Principal: This certificate shall include completion of all work for the master's degree in school administration (Fisher, 1971, p. 22).

Assumptions

Certain basic assumptions were made in pursuing this study. Among these assumptions are:

1. It is assumed that interval scale statistical techniques will provide accurate and orderly data for comparison of Oklahoma public school administrative supply and demand.

2. It is the responsibility of the State of Oklahoma and the educational administrator training institutions to provide qualified administrators for each administrative position in Oklahoma.

3. It is assumed that all administrators in the State of Oklahoma will meet the standards for a provisional or standard professional school-service personnel certificate in school administration.

4. It is assumed that public schools are maintained by the State of Oklahoma to provide equal educational opportunity for all children of the state and thus equally qualified educational administrators are available for employment by all public school districts.

5. It is assumed that a better adjustment between public school administrator supply and demand will economically benefit public school districts by requiring a more rigorous selection process for prospective Oklahoma public school administrators.

Collection of Data

The collection of information pertinent to the supply of and demand for public school administrators was gathered from the Oklahoma State Department of Education certification and personnel files, the Oklahoma Public School Retirement System, and Oklahoma public school administrators.

The information secured from the certification files of the Oklahoma State Department of Education covered the record of each individual who holds a valid Oklahoma administrator's certificate. The data collected for each individual included age, sex, professional preparation, highest degree, institution granting the certification, type of certification held, and the initial certification specialty.

To determine the aforementioned structure of Oklahoma school administrators, it was necessary to randomly select a sample of those individuals holding valid provisional or standard administrator certification. A list of administrators was gleaned from the State Department of Education certificate files.

A random selection of 741 administrators from the file of

certified administrators was achieved by using a table of random selection of numbers (Dixon, 1957, p. 367). The table was entered in the left column of page 366 and numbers were selected as single digits. The single digit selections were chosen with a downward vertical movement and a right to left column selection until the file was consumed.

In order to obtain a manageable file search and to realize a ten percent sample, 400 administrators were randomly selected from the original 741 subjects by use of Dixon's (1957, p. 367) table of random numbers. The table was entered using a three digit number moving vertically down the table and left to right across the columns until 400 selections had been made. This process enabled entry into the individual file folder, which contained the most accurate and current data about individuals who hold valid professional school service personnel certificates in school administration.

Information concerning the total experience of practicing school administrators and tenure in their present position was taken from the personnel file of the Oklahoma State Department of Education. This data gave some insight into the replacement rate at each level of public school administration.

Data concerning the output of certified administrators by Oklahoma and the several other administrator preparation institutions was taken from the "Yearly Report of Certificates Issued" published by the Oklahoma Department of Education (Fisher, 1970). The numbers contained in the "Yearly Report" reflect the administrator recommendations of all institutions involved in the preparation of these provisional or standard certificated holders.

The projected output of administrators by these several preparation

institutions was accomplished by determining the institutions' mean increase or decrease of administrator certificate output over the five-year period 1970-75. The mean output of each institution was added to the 1975 output of certificates to initiate a linear projection. The result of this linear projected output should help determine the future supply of public school administrators.

The number of public school administrators who will retire or die during any given period of time would be reflected in the retirement statistics for Oklahoma Public School personnel. This information was gleaned from the files of the Oklahoma Public School Retirement System. Since these statistics were aimed at the general population of public school personnel, this data base was considered to be the most accurate information available concerning administrator retirement and death.

All of the aforementioned data was used to determine the administrator supply variable for Oklahoma public school administrators. This variable is one part of the relationship which affects the employability of future school administrators at all levels of administration.

To secure accurate information concerning the demand variable in the supply-demand curve of public school administrators, a six-item questionnaire was developed and sent to 15 Oklahoma school superintendents for their comments and reactions to the instrument. This pilot group was composed of randomly selected chief school administrators whose districts were members of the Oklahoma Public School Research Council. The pilot study helped in the determination of the content validity and reliability of the instrument.

The pilot tested questionnaire (Appendix B) was sent to chief school administrators in 457 Oklahoma independent school districts. In

addition to the independent school districts, the instrument was sent to 20 area vocational-technical school superintendents making a total sample of 477 chief school administrators in the State of Oklahoma. The responses to this questionnaire gave data with reference to public school administrator demand and provided an accurate data base for determining loss and gain of positions in the administrative job market.

Analysis of the Data

Public school administrator supply and demand was reported in statistical terms by use of the interval scale. According to J. P. Guilford (1965, p. 22), the essential requirement for an interval scale is equality of units, which means the same empirical distance on some real continuum. Interval scale measurement will suffice for most all purposes.

The analysis of the data was reported in the form of tables, charts, and graphs. The statistical device of central tendency, the mean, was employed to illustrate that equal differences in numbers corresponded to equal differences in the amounts of the object, among the several different types of data collected. The numbers assigned in the process of interval measurement have the properties of distinctness and orderliness; in addition, the difference between the numbers is meaningful (Guilford, 1965, p. 22).

In order to determine the mean for the aforementioned data, a formula was employed which would determine the mean for ungrouped data. This ungrouped data gives a more accurate determination of the data collected than does the grouped statistical method of arriving at the mean.

In order to determine the parameters of age for certified administrators in the State of Oklahoma, it was necessary to statistically manipulate the data and to estimate the limits of the mean age for these certificate holders.

The confidence level for a given sample will yield unbiased, consistent, efficient, and sufficient estimates for most studies (Ferguson, 1971, p. 136). To determine the confidence interval for a large sample (30 or more cases), it was necessary to calculate the standard error of the mean. The following statistical analysis was used to arrive at the standard error of the mean:

$$S_m = \sqrt{\frac{\sum x^2}{N(N-1)}}$$

The major portion of all the data was reported in percentages of the total population. Access to the total population made it possible to report the results in percentages and to generalize about the supply and demand picture for public school administrators in Oklahoma. This straightforward approach to data reporting renders the findings palatable to all interested individuals.

Delimitations

The comparison of Oklahoma public school administrator supply and demand is limited by the following:

This research was limited to persons holding a valid professional school-service personnel certificate in school administration in the State of Oklahoma.

CHAPTER IV

PRESENTATION AND RESULTS OF DATA

The supply of and demand for certified Oklahoma public school administrators was revealed by the investigation of several sources of administrator information. The data received from these several sources have been presented in three sections in this chapter. The three sections are: (1) personnel data related to the practicing Oklahoma school administrator, (2) information concerning the existing and predicted future demand for certified school administrators in Oklahoma and, (3) the existing and predicted future supply of certified Oklahoma school administrators.

The majority of certified administrator personnel information was gleaned from the personnel report of the Oklahoma Department of Education. Data concerning the demand of standard or provisionally certified administrators included: administrator numbers, degrees held, district tenure, sex, and ethnic origin.

The demand section related the number of present positions requiring a standard or provisional school administrator's certificate. The sources for certified Oklahoma administrator demand were taken from the Oklahoma Department of Education personnel report. Retirement and death data were gathered from the files of the Oklahoma Teachers' Retirement System (see Appendix C).

In determining the addition or reduction of Oklahoma school

administrators as well as the severance rate of said administrators, a six-item questionnaire was sent to the superintendent of schools in the 457 Oklahoma independent school districts. In addition to the aforementioned sample, the chief school administrators of the 20 area vocational-technical schools were surveyed. Appendix B reflects the six-item questionnaire which was initially returned by 64.2 percent, or 303, of the school districts sampled. A follow-up letter and questionnaire was sent to 184 nonrespondents to the first mailing of the demand instrument. The return rate for the second mailing was 40.21 percent based on 77 responding superintendents of schools. The composite return rate for the two mailings was 79.03 percent of the 477 demand instruments initially sent to Oklahoma chief school administrators.

The certified Oklahoma administrator supply variable in this research was gathered from the certification files of the Oklahoma Department of Education. Information related to the supply of standard or provisional administrator certification was reflected by: age, ethnic origin, sex, highest degree held, institution granting the last degree, and initial teaching certificate.

The supply and demand data were assembled and manipulated to produce a projection of administrator need in the State of Oklahoma. These projections allowed a futuristic look at the prospective number of administrative positions that will be available for consumption by persons becoming certified in public school administration.

Practicing Oklahoma Administrator Personnel

Data

Practicing Oklahoma Administrators

The practicing Oklahoma school administrator group was composed of 1,590 members. The master's degree was the most often reflected academic achievement with 93.6 percent of the practicing administrators holding the minimum degree requirement for certification. The second-most prevalent degree was the doctorate which composed 5.2 percent of the total certified administrator population. The specialist degree made up the remaining 1.1 percent of the certified practicing administrators.

The largest number of certified administrators holding degrees beyond the minimum master's degree was in the superintendent and assistant superintendent categories. The doctor's degree was held by 25 percent of the assistant superintendents and by 8.5 percent of the superintendents. Although Oklahoma requires 16 college hours beyond the master's degree for standard elementary and secondary administrator certification, and 30 college hours beyond the master's degree for superintendent certification, only 1.1 percent of the practicing administrators hold the specialist degree. Table I reflects the number of practicing certified school administrators by level and degree in Oklahoma.

TABLE I
PRACTICING OKLAHOMA SCHOOL ADMINISTRATORS
BY DEGREE

	Master's Degree	Specialist Degree	Doctorate	All Degrees
Superintendent	406	12	39	457
Assistant Superintendent	50	1	17	68
Secondary Principal	208	1	7	216
Assistant Secondary Principal	126	1	2	129
Junior High Principal	126	0	2	128
Assistant Junior High Principal	72	0	0	72
Elementary Principal	481	3	16	500
Assistant Elementary Principal	<u>20</u>	<u>0</u>	<u>0</u>	<u>20</u>
Total	1,489	18	83	1,590

When comparing the highest degree earned by superintendents, as shown in Table II, the State of Oklahoma ranks first in master's degree superintendents with 88.8 percent. The national average for the specialist degree was 13.4 percent with Minnesota having 6.6 percent of its superintendents falling in this category. Earned doctorates form 29.2 percent of the degrees that were held by superintendents nationally, while West Virginia leads the selected states with 15.2 percent of the

chief school administrators holding the doctorate.

TABLE II
HIGHEST DEGREE EARNED BY SUPERINTENDENTS
(PERCENTAGE)

Location	Bachelor's Degree	Master's Degree	Specialist Degree	Doctorate
Oklahoma	0	88.8	2.6	8.5
Minnesota ^a	4.0	81.3	6.6	8.1
West Virginia ^b	0	82.6	2.2	15.2
National ^c	2.1	55.0	13.4	29.2

^aHooker, p. 50.

^bMartin, p. 12.

^cAASA, p. 45.

Practicing Administrator District Tenure

The 129 junior high school principals had more tenure in their present district, with a mean of 13.19 years, than did any of the other administrator categories. The largest administrator group, that of elementary principal, reflected a district tenure of 12.99 years, followed closely by the assistant superintendent group with a district tenure of 12.09 years.

Secondary principals had the fewest years of district tenure with

a mean of 8.84 years. Table III reveals that the superintendent of schools had a mean district tenure of 8.91 years. The 1,590 certified practicing administrators in Oklahoma had a mean district tenure of 10.43 years.

TABLE III
OKLAHOMA SCHOOL ADMINISTRATOR
DISTRICT TENURE
(IN YEARS)

	Master's Degree \bar{X}	Specialist Degree \bar{X}	Doctorate \bar{X}	All Degrees \bar{X}	N
Superintendent	9.16	6.92	6.92	8.91	457
Assistant Superintendent	12.14	22.00	11.35	12.09	68
Secondary Principal	8.84	3.00	9.57	8.84	216
Assistant Secondary Principal	10.68	3.00	8.50	10.59	129
Junior High Principal	13.25	0	9.50	13.19	128
Assistant Junior High Principal	9.20	0	0	9.20	72
Elementary Principal	12.79	24.66	16.75	12.99	500
Assistant Elementary Principal	<u>11.25</u>	<u>0</u>	<u>0</u>	<u>11.25</u>	<u>20</u>
Total	10.45 N-1489	10.28 N=18	10.05 N-83	10.43 N=1590	

The 16 elementary principals holding the doctorate had a district tenure of 16.75 years. This was the longest district tenure of all the administrative categories studied with more than three members. The junior high school principal group with a master's degree had 13.25 years of district tenure and was followed by the elementary principal group with 12.79 years tenure in their present districts.

The superintendent holding the doctorate or specialist degrees had the least district tenure with a mean of 6.92 years in their present school districts. The secondary principal and assistant secondary principal with a specialist degree reflect a smaller mean district tenure but the respective categories contained only one member each.

Practicing Administrator State Tenure

The state tenure of certified practicing school administrators reflected in Table IV shows a mean of 20.29 years of service to the public schools of Oklahoma. The superintendent of schools category averaged 22.74 years of state tenure. This is the longest tenure for any of the administrative categories with more than one member. The category with the second longest state tenure was that of assistant superintendent with a mean of 21.97 years. The junior high principal followed closely with a mean of 21.10 years tenure in Oklahoma.

The 406 superintendents with the master's degree had the longest state tenure with a mean of 23.02 years. The master's degreed assistant superintendent ranked second in state tenure with a mean of 22.22 years. The junior high principal followed with a state mean tenure of 21.24 years.

TABLE IV
OKLAHOMA SCHOOL ADMINISTRATOR STATE TENURE
(IN YEARS)

	Master's Degree \bar{X}	Specialist Degree \bar{X}	Doctorate \bar{X}	All Degrees \bar{X}	N
Superintendent	23.02	19.41	20.85	22.74	457
Assistant Superintendent	22.22	29.00	20.82	21.97	68
Secondary Principal	17.94	29.00	19.28	18.03	216
Assistant Secondary Principal	16.30	10.00	15.00	16.24	129
Junior High Principal	21.24	0	13.00	21.10	128
Assistant Junior High Principal	15.06	0	0	15.06	72
Elementary Principal	20.45	32.00	21.75	20.57	500
Assistant Elementary Principal	<u>15.40</u>	<u>0</u>	<u>0</u>	<u>15.40</u>	<u>20</u>
Total	20.24 N=1489	22.05 N=18	20.55 N=83	20.29 N=1590	

The 72 assistant junior high principals with master's degrees had the least state tenure of all the administrative categories with a mean of 15.06 years in public school education. The assistant elementary principal with a master's degree had a mean state tenure of 15.40 years, followed by the master's degreed assistant secondary principal with 16.30 years as a mean state tenure.

The Number of Administrators By District Tenure

Table V shows that 205 or 44.86 percent of the superintendents in Oklahoma had between one and five years district tenure. The data revealed that five of the eight administrative categories (superintendent, assistant superintendent, secondary principal, assistant secondary principal, and assistant junior high principal) have the largest number and highest percentage in the one to five year tenure cell. The second largest administrative category is that of elementary principal with 119 members and 23.80 percent in the tenure cell six through ten years. Likewise, the junior high principal and assistant elementary principal had their largest number and percentage in the district tenure cell of six to ten years.

In looking at the entire certified practicing administrator population in Oklahoma, it was observed that 32.45 percent of the practicing school administrators had five years or less of district tenure. Seventy percent, or 1,125 of the 1,590 certified administrators, had 15 years or less district tenure.

The Number of Administrators By State Tenure

The state tenure of certified practicing school administrators revealed three administrative categories with their largest populations in the six to ten year state tenure cell. The largest group in the aforementioned cell was the elementary principal with 89 members and 17.80 percent of that administrative level. Two other administrative categories, the assistant secondary principal and the assistant elementary principal, also found their largest number and percentage in the six to eleven year state tenure cell. The composite of Oklahoma state

TABLE V
 DISTRICT TENURE OF PRACTICING OKLAHOMA
 ADMINISTRATORS BY LEVEL AND
 EXPERIENCE

Years Experience	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46 & Above	N
Superintendent	205	102	56	28	29	24	9	2	2	0	457
Assistant Superintendent	21	10	9	10	11	4	1	2	0	0	68
Secondary Principal	107	42	23	22	13	9	3	0	0	0	216
Assistant Secondary Principal	38	32	26	19	7	4	2	1	0	0	129
Junior High Principal	22	29	24	23	14	11	3	1	1	0	128
Assistant Junior High Principal	22	15	19	10	3	3	0	0	0	0	72
Elementary Principal	99	119	90	87	62	27	11	3	2	0	500
Assistant Elementary Principal	2	10	3	3	2	0	0	0	0	0	20
Total	516	359	250	202	141	79	29	9	5	0	1,590

tenure for administrators will be found in Table VI.

Oklahoma Administrator By Sex and Ethnic Origin

The certified practicing Oklahoma school administrator population, according to this study, was primarily a male caucasian group. This group comprised 88.9 percent of the total practicing administrators in the 1974-75 school term. The second largest group was the female caucasian, comprising 5.3 percent of the practicing administrators. The third ranking group in size was the male black administrators composed of 70 members and 4.44 percent of the total practicing administrator population.

Table VII reveals that males dominate the superintendency in Oklahoma, comprising 99.54 percent of that administrative category. Two females or .45 percent of the category make up the remainder of the population of 457 superintendents in Oklahoma.

The largest female population was in the category elementary principal where 68 women were employed comprising 14.3 percent of the certified elementary administrators. This female percentage was composed of 13.2 percent caucasian and 1.1 percent black.

Other than caucasian, the largest ethnic group was black. The black administrator group was most evident as assistant secondary principals (13.5 percent), assistant junior high principals (12.6 percent), and assistant elementary principals (26.3 percent) of the practicing school administrators. Table VII reveals only seven female black administrators, or .44 percent, of the total practicing administrators.

The fifteen Indian administrators comprise .95 percent of the

TABLE VI
STATE TENURE OF PRACTICING OKLAHOMA
ADMINISTRATORS BY LEVEL AND
EXPERIENCE

Years Experience	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46 & Above	N
Superintendent	4	29	67	91	83	87	56	22	14	4	457
Assistant Superintendent	0	7	7	10	17	14	9	1	3	0	68
Secondary Principal	14	35	41	45	31	30	16	4	0	0	216
Assistant Secondary Principal	4	37	25	26	18	8	7	2	2	0	129
Junior High Principal	1	19	21	22	20	23	12	8	2	0	128
Assistant Junior High Principal	4	14	21	11	6	9	3	4	0	0	72
Elementary Principal	11	89	86	76	60	81	52	34	10	1	500
Assistant Elementary Principal	1	10	4	3	2	0	0	0	0	0	20
Total	39	240	272	284	237	252	155	75	31	5	1,590

TABLE VII
 PERCENTAGE OF CERTIFIED PRACTICING OKLAHOMA
 ADMINISTRATORS BY SEX AND ETHNIC
 ORIGIN (1974-1975)

Position	Black				Indian				Caucasian-Other			
	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%
Superintendent	3	.67	0	0	3	.67	0	0	447	98.2	2	.45
Assistant Superintendent	1	1.7	0	0	0	0	0	0	57	98.3	0	0
Secondary Principal	6	2.9	0	0	3	1.5	0	0	194	94.6	2	.98
Assistant Secondary Principal	15	13.5	0	0	1	.90	0	0	91	81.9	4	3.6
Junior High Principal	6	3.9	0	0	2	1.3	0	0	142	92.2	4	2.6
Assistant Junior High Principal	12	12.6	0	0	0	0	0	0	79	83.2	4	4.2
Elementary Principal	22	4.6	5	1.1	6	1.3	0	0	381	79.9	63	13.2
Assistant Elementary Principal	5	26.3	2	10.5	0	0	0	0	8	42.1	4	21.1
Total	70	4.44	7	.44	15	.95	0	0	1,399	88.9	83	5.3

total practicing administrators in Oklahoma. These Indian administrators are all male, with six elementary principals making up the largest group of the eight administrative categories.

Demand for Oklahoma School Administrators

Certified Administrator Demand Questionnaire

Responses

The 377 responding Oklahoma independent school district superintendents revealed that 92 districts, or 24.40 percent of the responding districts, did not require certified elementary or secondary principals. Fourteen of the respondents indicated that the district required no elementary or secondary certified administrators but they did plan, for the period 1976-81, to add certified principals in either the elementary or secondary school.

The responding superintendents indicated that 48 districts or 12.73 percent of the respondents required either standard or provisional certification for the secondary principal only. The districts requiring standard or provisional elementary principal certification amounted to eight school districts, or 2.12 percent of the responding administrators.

Table VIII shows that 22.28 percent of the responding superintendents will add certified administrators to the district's staff in the time period 1976-81. In this same time frame 3.45 percent of the districts have indicated that they will reduce the number of certified administrators. The largest percentage of responding school districts revealed that certified administrators will not be added (77.72 percent) and 96.55 percent indicated no reduction in certified administrative personnel.

TABLE VIII
 ADDITION AND REDUCTION OF CERTIFIED OKLAHOMA
 SCHOOL ADMINISTRATORS BY RESPONDING
 SCHOOL DISTRICTS

	Number of Districts	Percent of N N=377
Districts <u>not</u> requiring certified elementary or secondary administrators	92	24.40
Districts requiring only certified secondary administrators	48	12.73
Districts requiring only certified elementary administrators	8	2.12
Districts <u>not</u> requiring certified secondary and elementary administrators but indicated that the district is planning to add certificated administrators in the period 1976-81	14	3.71
Districts that will add certified administrators	84	22.28
Districts that will <u>not</u> add certified administrators	293	77.72
Districts reducing certified administrators	13	3.45
Districts <u>not</u> reducing certified administrators	364	96.55
Districts neither adding nor reducing certified administrators	280	74.27

Projected Increase in Certified Administrators

In the five year time period 1976 through 1981, a total increase of 161 new certified administrative positions have been projected by the respondents to the demand instrument (see Appendix A). The

certification category which showed the greatest increase was the secondary area. The projection called for 70 new positions requiring the secondary administrators' certificate. This amounted to a 12.84 percent increase over the number of positions requiring secondary certification in the school year 1975-76 in the State of Oklahoma.

The respondents projected an 11.34 percent increase in the number of certified elementary administrators. This amounted to an increase of 59 positions for the time frame ending in 1981. The administrative category of superintendent certification revealed an increase of 6.09 percent over the 1975-76 practicing administrators which required the superintendent certification. Table IX reflects the yearly projected increase of certified administrators by level and year.

TABLE IX
INCREASE IN CERTIFIED ADMINISTRATORS AS
PROJECTED BY OKLAHOMA CHIEF SCHOOL
ADMINISTRATORS FOR THE PERIOD
1976-1981

Certification	School Years					Total Increase	Percent Increase
	76-77	77-78	78-79	79-80	80-81		
Superintendent	7	10	8	7	0	32	6.09
Secondary	26	14	11	8	1	70	12.84
Elementary	<u>12</u>	<u>16</u>	<u>13</u>	<u>12</u>	<u>6</u>	<u>59</u>	<u>11.34</u>
Total	45	40	32	27	7	161	10.13

Projected Decrease in Certified Administrators

The responding chief school administrators in Oklahoma projected a decrease of 35 certified administrative positions in the elementary and secondary administrative categories. The projection revealed a 2.20 percent decrease in secondary certified administrative positions in the time period 1976-81. This was a reduction of 12 certified principals at the secondary level.

The certified administrative category declining the most in the five year period studied was the certified elementary administrator category. A projected reduction of 23 positions, which amounted to a 4.42 percent loss, in certified elementary administrators was reported by the respondents.

The certified administrator category of superintendent reflected no decrease. Table X illustrates the projected decrease in certified assistant superintendents, elementary, and secondary administrators by level and year of anticipated reduction.

TABLE X
DECREASE IN CERTIFIED ADMINISTRATORS AS
PROJECTED BY OKLAHOMA CHIEF SCHOOL
ADMINISTRATORS FOR THE PERIOD
1976-1981

Certification	School Years					Total Increase	Percent Increase
	76-77	77-78	78-79	79-80	80-81		
Superintendent	0	0	0	0	0	0	0
Secondary	6	1	1	2	2	12	2.20
Elementary	6	5	6	4	2	23	4.42
Total	12	6	7	6	4	35	2.20

Retirement and Death Data

The projection of public school administrator demand was reflected in the retirement and death rates of the 46,000 member Oklahoma Teachers' Retirement System. The retirement and death rates apply to all active members of the system regardless of their position in the schools of Oklahoma. Public school administrators are members of the Oklahoma Teachers' Retirement System and come under the retirement and death rates of the active membership. The data gleaned from Table IX reveals a total retirement, in the time span of fiscal year 1971 through fiscal year 1975, of 5,331 active members, with a mean of 1,066.2 teacher-members retiring. The aforementioned retirement rate amounted to 2.31 percent of the total retirement membership. The retirement rate has been on a continual decline since 1972 when 2.54 percent of the active members retired. The retirement decline reached a five year low when 2.06 percent of the active members retired in 1975.

The death rate for active members of the Oklahoma Teachers' Retirement System reflected a mean death rate of .1899 percent. Table XI reveals that the percentage of deaths have been decreasing each year since 1971. The death rate in fiscal 1971 was .2883 percent of the active membership declining to .1514 percent in fiscal 1975. The total deaths over the five year period researched was 409 active members, or a mean of 81.8 member deaths.

Administrator Change Data

The 119 certified public school administrators changing school districts was determined by researching the Oklahoma State Department of Education's personnel file for those administrators who had served one year in a school district.

TABLE XI
RETIREMENT AND DEATH INFORMATION
FOR TEACHERS 1971-1975^a

	1971	1972	1973	1974	1975	Total	Mean
Retirements	1,146	1,171	1,080	980	954	5,331	1,066.2
Percent of Retirement	2.49	2.54	2.37	2.12	2.06	11.58	2.31
Deaths	105	82	77	75	70	409	81.8
Percent of Deaths	.2883	.1782	.1696	.1623	.1514	.9498	.1899
Total Membership	46,986	46,006	45,384	46,183	46,227	229,786	45,957.2

^aTommy C. Beavers, "Retirement and Death Information Supplied by the Oklahoma Teachers' Retirement System," April 22, 1976.

Table XII reflects the change rate for each category of certified practicing Oklahoma administrators. The secondary principals had the largest percentage change rate with 14.81 percent of the practicing certified secondary principals serving their first year in a district. The second ranking change rate was discovered in the superintendents group. This group had a change rate of 10.72 percent based on 40 first year superintendents in Oklahoma.

The assistant superintendents with a change rate of 7.35 percent and the assistant junior high principal with a change rate of 6.94 percent ranked third and fourth, respectively, among the certified administrators first year assignment in the public schools of Oklahoma.

TABLE XII
OKLAHOMA SCHOOL ADMINISTRATORS CHANGING
SCHOOL DISTRICTS IN A GIVEN YEAR
(1974-1975)

	Masters Degree	Specialist Degree	Doctors Degree	Percent Change	N
Superintendent	40	3	6	10.72	49
Assistant Superintendent	3	0	2	7.35	5
Secondary Principal	32	0	0	14.81	32
Assistant Secondary Principal	7	0	0	5.43	7
Junior High Principal	5	0	0	3.91	5
Assistant Junior High Principal	5	0	0	6.94	5
Elementary Principal	16	0	0	3.20	16
Assistant Elementary Principal	0	0	0	0	0
Total	108	3	8	7.48	119

Oklahoma Administrator Severance Rate

Oklahoma public school administrators have been leaving education administration at the mean rate of 36.40 individuals per year in the period fiscal 1971 through fiscal 1975, according to the chief school administrators responding to the demand instrument (see Appendix A). The severance rate of 2.29 percent was based on the mean number of

certified school administrators leaving the administrative category in comparison with the 1,590 certified practicing administrators in Oklahoma. Table XIII shows the complete number of certified public school administrators who have left education administration in the years studied.

TABLE XIII
CERTIFIED OKLAHOMA SCHOOL ADMINISTRATORS LEAVING
EDUCATION ADMINISTRATION IN THE PERIOD
1971-1975

	Number Leaving	\bar{X} Leaving 1971-1975	Severance Rate Practicing N
Certified Administrators leaving education administration	182	36.40	2.29

Projected Oklahoma Administrator Replacement
and Severance Demand

The projected demand for certified public school administrators was a projection of six variables. These variables included: replacement rate, severance percent, retirements, deaths, addition of certified administrative positions, and reduction of certified administrative positions.

The replacement percentage was derived by subtracting retirements, deaths, and administrative severance numbers from those certified

individuals who were changing school districts. The resulting numbers gave a percentage replacement for each of the administrative categories.

The severance rate was projected against the total certified practicing administrators allowing the projection of those leaving educational administration to be extrapolated by category. The highest replacement percentage was that of the certified secondary principal with a 10.18 percent replacement rate. The superintendents category was the group which assumed the second highest rate with a 5.90 percent replacement rate. The two aforementioned categories reflected the areas of most administrative replacement.

The severance numbers were a reflection of the individuals leaving administration in response to item six in the demand instrument (see Appendix A). The largest group leaving the school administration profession was in the category elementary principal where 11.5 individuals per year were projected to leave school administration. The second largest group severing ties with school administration was in the superintendency. A yearly projection of 10.5 superintendents were expected to leave the administrative profession at the public school level.

The projection for the replacement-severance variable reflected a need for 512 certified public school administrators in the five year period 1976-1981. The administrative category which reflected the greatest projected demand was the superintendency with a 187.50 individuals projected per year for the five year period ending in 1981. In the same time period the secondary principal category projected a demand of 134.75 certified individuals. Table XIV gives a complete projected demand for the replacement and severance variables for certified administrator demand.

TABLE XIV
 PROJECTED CERTIFIED OKLAHOMA SCHOOL
 ADMINISTRATOR REPLACEMENT AND
 SEVERANCE RATE BY LEVEL

	Annual Replacement Percentage	Projected Severance Numbers	Projected Demand		Projected
			1976-1977	1977-1981	Total Demand 1976-1981
Superintendent	5.90	10.5	37.50	150.00	187.50
Assistant Superintendent	2.94	1.56	3.56	14.24	17.80
Secondary Principal	10.18	4.95	26.95	107.8	134.75
Assistant Secondary Principal	3.10	2.95	6.95	27.80	34.75
Junior High Principal	.78	2.93	3.93	15.72	19.65
Assistant Junior High Principal	.27	1.65	3.65	14.60	18.25
Elementary Principal	1.60	11.5	19.50	78.00	97.50
Assistant Elementary Principal	0	.46	<u>.46</u>	<u>1.84</u>	<u>2.30</u>
Total			102.50	410.00	512.00

Projected Oklahoma Administrator Death
and Retirement Demand

The projection of certified administrator death and retirement demand was accomplished by applying the mean death percentage and mean retirement percentage to the practicing certified administrators in each administrative category. The number projected to retire and die during any given year were summed to project the demand for each category. The total projected certified administrator demand due to death and retirement amounted to 198.80 individuals in the period 1976-1981.

The administrative category which projected the largest death-retirement demand was the elementary principal where 62.50 individuals were projected to be needed in the aforementioned five year time frame. The second largest group in projected demand, due to the death-retirement factor, was the superintendents. This category revealed a demand projection of 57.15 certified professional administrators in the five year period beginning with the 1976-1977 public school term. Table XV reveals a composite demand projection for all of the administrative categories researched.

Projected Demand for Certified Oklahoma
School Administrators

The projected demand for certified school administrators in Oklahoma was a result of the death-retirement projection, replacement-severance projection, and the addition-reduction projection found in Tables VIII, XIV, and XV. The projection revealed a total administrator demand of 837.40 certified public school administrators in the time frame 1976-1981. The mean projected demand was 167.50 certified

TABLE XV
 PROJECTED DEATH AND RETIREMENT RATE OF
 CERTIFIED OKLAHOMA SCHOOL
 ADMINISTRATORS

	Number Retiring	Number of Deaths	Projected Demand		Projected Total Demand
			1976-1977	1977-1981	1976-1981
Superintendent	10.6	.8678	11.43	45.72	57.15
Assistant Superintendent	1.57	.1291	1.70	6.80	8.50
Secondary Principal	4.99	.4102	5.40	21.60	27.00
Assistant Secondary Principal	2.98	.2450	3.23	12.92	16.15
Junior High Principal	2.96	.2431	3.20	12.80	16.00
Assistant Junior High Principal	1.66	.1367	1.80	7.20	9.00
Elementary Principal	11.6	.9495	12.50	50.00	62.50
Assistant Elementary Principal	.46	.0380	.50	2.00	2.50
Total			39.76	159.04	198.80

administrators per year for the aforementioned time frame.

The projection revealed a need for 333.60 secondary administrative certificate holders in the period ending in 1981. This amounted to a mean demand of 66.7 secondary administrative certificate holders in the five year period being projected. The superintendents category revealed a projected demand of 302.95 administrators in the projected time frame. The projected mean for the category of superintendent was 60.6 certified administrators in the selected time span.

The projected demand for individuals in the certified elementary administrator category reflected a mean demand, over the five year period 1976-1981, of 40.2 administrative positions per year. The projected elementary administrator demand was 200.80 certified professional administrators in the time frame studied. A complete demand projection of all administrative categories is shown in Table XVI.

Supply of Oklahoma School Administrators

Sex of Certified Oklahoma Administrators

The sex of certified Oklahoma school administrators was determined from the certificate files of the Oklahoma Department of Education. A random sample of 400 administrators revealed that 89.75 percent of the sampled certified administrators in Oklahoma were male.

The largest administrator group, by sex, was the superintendent certification with 97.24 percent of its member population falling in the male category. The secondary administrator level ranking second in percentage was the male segment with a 97.08 percent. The largest female category was the elementary administrators with 27.97 percent.

TABLE XVI
 PROJECTED DEMAND FOR CERTIFIED OKLAHOMA
 SCHOOL ADMINISTRATORS

Administrative Certification	Increased Administrative Positions	Decreased Administrative Positions	Projected Death Retirement Totals 1976-1981	Projected Severance Replacement Totals 1976-1981	Total Demand 1976-1981
Superintendent	32	0	65.65	205.3	302.95
Secondary	70	12	68.15	207.4	333.60
Elementary	59	23	65.00	<u>99.8</u>	<u>200.80</u>
Total					837.40
				$\bar{X} =$	167.50

Table XVII reflects the percentage of male and female certified administrators in the same population.

TABLE XVII
SEX OF CERTIFIED OKLAHOMA ADMINISTRATORS
(Percentage)

Certification	Female	Male	Total N
Superintendent	2.76	97.24	145
Secondary	2.92	97.08	137
Elementary	<u>27.97</u>	<u>72.03</u>	<u>118</u>
Total	10.25	89.75	400

Ethnic Origin of Certified Oklahoma
Administrators

The ethnic origin of certified school administrators was determined from the Oklahoma Department of Education certification files. A random sample of 400 school administrators revealed that 93.25 percent of the sample population was caucasian. The black administrators comprised 6.25 percent of the sample population.

The largest administrator group in the sample was the caucasian male superintendent composing 94.48 percent of the sample. The secondary male caucasian administrators composed 86.86 percent of the sample and ranked second.

The largest female administrator category was the elementary certification level with 24.58 percent caucasian females. The black female administrator composed the second largest group with 3.39 percent of the sample. The secondary female administrator ranked third with 2.92 percent of the sample.

The smallest administrator category containing members was the Indian ethnic group. The male superintendent and secondary administrative categories reflect a sample of .69 and .73 percent. Table XVIII reveals a composite of ethnic origin and sex for the sample population.

TABLE XVIII
ETHNIC ORIGIN OF CERTIFIED OKLAHOMA
ADMINISTRATORS
(Percentage)

Certification	Black		Indian		Caucasian		Total N
	Male	Female	Male	Female	Male	Female	
Superintendent	2.07	0	.69	0	94.48	2.76	145
Secondary	9.49	0	.73	0	86.86	2.92	137
Elementary	<u>4.24</u>	<u>3.39</u>	<u>0</u>	<u>0</u>	<u>67.80</u>	<u>24.58</u>	<u>118</u>
Total	5.25	1.00	.50	0	84.00	9.25	400

Highest Degree Achieved by Certified
Oklahoma Administrators

The random sample of 400 certified administrators was taken from the Oklahoma Department of Education certification file. The masters degree administrator comprises 91.75 percent of the sample population with the doctors degree making up 8.25 percent of the sample.

At the secondary administrative level, 91.97 percent of the males in the sample held the masters degree. The male superintendent category revealed 85.52 percent of its members holding the masters degree followed by 67.80 percent of the male elementary administrators achieving the masters degree. The largest female population was in the elementary administrator category with 25.43 percent of the sample holding a masters degree.

The largest percentage of school administrators holding the doctors degree comprised 11.72 percent of the male superintendent category. The second largest male group was the secondary administrators with 5.11 percent of the sample achieving the doctors degree. The largest group of female administrators holding the doctors degree was in the elementary category where 2.54 percent of the sample held the doctorate. Table XIX reflects the total percentage of degrees for males and females for the sample population.

Oklahoma Certified Administrator Age

Ages of certified Oklahoma school administrators were determined from the certification files of the Oklahoma Department of Education. A random sample of 400 certified school administrators revealed the highest total percentage of administrators in the age cell 41-45. The second

largest ranking percentage for all administrative categories came in the 30-35 age cell followed closely by the age cell 36-40.

TABLE XIX
HIGHEST DEGREE ACHIEVED BY CERTIFIED
OKLAHOMA ADMINISTRATORS
(Percentage)

Certification	Masters Degree		Doctors Degree		N
	Male	Female	Male	Female	
Superintendent	85.52	2.07	11.72	.69	145
Secondary	91.97	2.92	5.11	0	137
Elementary	<u>67.80</u>	<u>25.43</u>	<u>4.24</u>	<u>2.54</u>	<u>118</u>
Total	82.50	9.25	7.25	1.00	400

In the superintendent category the highest percentage age fell in the 41-45 age cell. The age cell with the second ranking percentage was the cell 46-50 followed closely by the age cell 61 and over.

The secondary administrators age cell with the highest percentage was in the cell 30-35. The 36-40 and 41-45 age cells reflect the second ranking secondary administrator percentage with 7.00 percent of the sample population.

The elementary administrator category with the largest percentage of members was the age cell 30-35. The age cell 36-40 revealed a percentage membership of 5.00 percent. The third largest age cell was 46-50

reflected by 4.75 percent of the total sample. Table XX reflected the percentage members of each cell according to the total sample of 400 certified administrators.

Standard Error of the Mean for Oklahoma

Administrator Age

Table XXI reflects the standard error of the mean for the 400 certified administrators randomly sampled. The standard error of the mean for the total sample was 2.36 years. The superintendent category reflects a standard error of 4.20 years, the secondary category 3.88 years, and the elementary group had a standard error of 4.33 years.

The mean age for the total administrator group was 45.75 years. The superintendent category reflected a mean age of 49.35 years, followed by the elementary administrator group with a 45.35 mean age. The secondary administrators had a mean age of 42.53 years.

The .05 level of significance revealed a confidence interval of 4.63 years for the total administrator sample. The interval ranged from ± 8.49 years for the elementary administrator to ± 7.60 years for the secondary administrator category.

At the .01 level of significance the sample revealed an interval ± 6.09 years. The level of significance ranged from ± 11.17 years for the elementary administrators to ± 10.01 years for the certified secondary administrators.

TABLE XX
 OKLAHOMA CERTIFIED ADMINISTRATOR AGE
 (Percentage)
 N = 400

Certification	Under 30	30-35	36-40	41-45	46-50	51-55	56-60	61 +	Actual Mean Age	Total Percent N
Superintendent	0	2.75	4.50	6.75	6.50	5.75	4.00	6.00	49.35	36.25
Secondary	.75	8.00	7.00	7.00	5.00	3.00	2.00	1.50	42.53	34.25
Elementary	<u>.25</u>	<u>6.00</u>	<u>5.00</u>	<u>3.75</u>	<u>4.75</u>	<u>3.50</u>	<u>2.00</u>	<u>4.25</u>	<u>45.35</u>	<u>29.50</u>
Total	1.00	16.75	16.50	17.50	16.25	12.25	8.00	11.75	45.74	100.00

TABLE XXI
STANDARD ERROR OF THE MEAN FOR CERTIFIED
OKLAHOMA ADMINISTRATOR AGE

Certification	ΣX^2	\bar{X}	S_m	Confidence Interval		N
				95%	99%	
Superintendent	368308	49.35	4.20	+ 8.23	+ 10.84	145
Secondary	259657	42.53	3.88	+ 7.60	+ 10.01	137
Elementary	<u>259327</u>	<u>45.35</u>	<u>4.33</u>	<u>+ 8.49</u>	<u>+ 11.17</u>	<u>118</u>
Total	887292	45.74	2.36	+ 4.63	+ 6.09	400

Oklahoma Administrator Credential Matrix
for Certificate Majors

The administrator credential matrix was derived from the "Credential Matrix for Majors and Minors" (Fisher, 1976) which was developed from the total certification file. The number of superintendents, secondary, and elementary administrators holding certification in the various major categories is revealed in Table XXII. The administrator credential matrix reflects a composite mean for all of the major credential codes in the specific area of specialization.

The largest total of administrators have a teaching specialization in elementary education with 952 administrators holding that certification as a major endorsement code. The second ranking major endorsement code for administrators was in the school counselor specialization area with 269 administrators holding that credential. The health and physical

TABLE XXII
 CERTIFIED OKLAHOMA ADMINISTRATOR CREDENTIAL
 MATRIX FOR CERTIFICATE MAJORS^a

Certificate Majors	Superintendent Certification	Secondary Certification	Elementary Certification	Total
Counselor	99	90	80	269
Librarian	0	0	1	1
Psychologist	1	1	3	5
Psychometrist	2	2	2	6
School Nurse	0	0	1	1
A-V Specialist	3	3	4	10
Elementary	155	151	646	952
Health and P.E.	71	150	31	252
Art	4	10	15	29
Music	6	14	43	63
Language Arts	15	33	144	192
Social Studies	72	60	49	181
Science	50	69	19	138
Mathematics	59	105	18	182
Foreign Language	1	3	3	7
Home Economics	0	1	5	6
Agriculture	16	9	3	28
Industrial Arts	61	63	22	146
Business	54	53	21	128
Driver Education	37	12	10	59
Special Education	6	0	1	7
Other	8	0	10	18

^aLeslie Fisher, "Credential Matrix for Majors and Minors," 1976.

education specialization revealed the third highest number of major endorsement codes with 252 administrators certified to teach in that specialization.

Administrator Certificates Issued

The "Yearly Report of Certificates Issued" (Fisher, 1970-75) revealed a total of 3,687 standard and provisional administrator certificates issued in the period 1970-75. The University of Oklahoma was the recommending institution for 1,094 administrator certificates during the period studied. The second ranking institution for administrator production was the out-of-state group with 736 administrators being recommended by preparation institutions outside of Oklahoma. Oklahoma State University ranked third in administrator certificate output with 657 recommendations, followed by the University of Tulsa with an output of 401 certificate recommendations for public school administrators.

The ten Oklahoma administrator preparation institutions and the several out-of-state administrator preparation institutions revealed a continuing increase of administrator certificate recommendations. Table XXIII reveals 600 administrator certificates issued in 1970-71 increasing to 870 administrator certificates issued in 1974-75.

Oklahoma Administrator Certificate Output

Increases

Table XXIV reflects the yearly gain or loss of administrator certificate output by the Oklahoma and several out-of-state institutions training public school administrators. The yearly gain or loss of administrator certificates was computed from the "Yearly Report of

TABLE XXIII
 OKLAHOMA ADMINISTRATIVE CERTIFICATES ISSUED
 BY YEAR^a

Oklahoma Colleges and Universities	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975	Totals
Univeristy of Oklahoma	207	175	181	243	288	1,094
Oklahoma State	130	120	122	136	149	657
Central State	18	52	38	30	38	176
East Central State	2	15	11	10	19	57
Northwestern State	5	7	8	6	21	47
Northeastern State	21	52	54	46	43	216
Southeastern State	10	20	19	16	15	80
Southwestern State	16	30	28	32	32	138
Phillips University	19	25	17	10	14	85
University of Tulsa	54	90	81	85	91	401
Out-of-State	<u>118</u>	<u>147</u>	<u>158</u>	<u>153</u>	<u>160</u>	<u>736</u>
Totals	600	733	717	767	870	3,687

^aLeslie L. Fisher, "Yearly Report of Certificates Issued," 1970-75.

TABLE XXIV

OKLAHOMA ADMINISTRATOR CERTIFICATE OUTPUT
INCREASES 1970-1975^a

Oklahoma Colleges and Universities	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975	Total Increase	Mean Increase
University of Oklahoma	39	-32	6	62	45	120	24.0
Oklahoma State	11	-10	2	14	13	30	6.0
Central State	-12	34	-14	-8	8	8	1.6
East Central State	-12	13	-4	-1	9	5	1.0
Northwestern State	-1	2	1	-2	15	15	3.0
Northeastern State	2	31	2	-8	-3	24	4.8
Southeastern State	3	10	-1	-3	-1	8	1.6
Southwestern State	-11	14	-2	4	0	5	1.0
Phillips University	2	6	-8	-7	-4	-11	-2.2
University of Tulsa	-15	36	-9	4	6	22	4.4
Out-of-State Totals	<u>22</u> 28	<u>29</u> 133	<u>11</u> -16	<u>-5</u> 50	<u>7</u> 95	<u>64</u> 290	<u>12.8</u> 58.0

^a Leslie L. Fisher, "Yearly Report of Certificates Issued," 1970-1975.

Certificates Issued," (Fisher, 1970-75). A positive number indicates a net increase of certificate output over the preceding year and a negative number reflects a net decrease of certificate output over the previous yearly report.

The University of Oklahoma ranks first in administrator output with a total increase of 120 certificates and a mean increase of 24.0 certificates per year in the time span 1970-1975. The second ranking administrator training institution was the several out-of-state institutions with an increase of 64 certificates and a mean output of 12.8 administrator certificates. Oklahoma State University was the third ranking institution in administrator certificate output with a five year increase of 30 administrator recommendations with a mean output of 6.0 administrators revealed in the time span studied.

Phillips University revealed a reduction in administrator output with a decrease of 11 administrator certificate recommendations in the period 1970-75 with a mean decrease of 2.2 administrators.

The total administrator output for all the institutions involved was 290 additional administrator certificates in the period 1970-75 with a mean administrator output of 58.0. All years reflected an increased output except 1972-73 when 16 fewer administrators were certified than in the preceding year of 1971-72.

Projected Output of Certified Oklahoma Administrators

The projected output of certified administrators in Oklahoma was derived by using a linear method to compute the projection. The base year for the linear projection was 1975. Each administrator training

institution was projected to increase or decrease by the mean administrator certificates recommended by that institution in the five year period 1970-75.

The projected administrator output, in the period 1975-80, reflected a mean increase of 1,047 administrator certificates. The institution recommending the largest projected increase of certified administrators was the University of Oklahoma with a mean output increase of 360 certificates. The several out-of-state institutions projected a mean administrator output of 199 certificates. The third ranking projected administrator output institution was Oklahoma State University with a projected mean administrator output of 167 certificates in the five year period 1975-80. Table XXV shows a composite of all Oklahoma institutions certifying public school administrators and the several out-of-state institutions certifying administrators in Oklahoma.

A Comparison of Actual and Projected Oklahoma Administrator Certificates

A comparison of the mean actual and projected Oklahoma administrator certificates reveals an increase of 29.70 percent. The institution preparing the largest number of administrators was Oklahoma University, with a projected certificate increase of 39.17 percent in the eleven year period 1970-81. Out-of-state institutions certified the second largest group of administrators and revealed a certificate increase of 26.13 percent. Oklahoma State University projected the third largest number of prospective school administrators in the time span studied, with a certificate increase of 21.56 percent. Several of the institutions reflected a larger percentage increase than the aforementioned

TABLE XXV

PROJECTED OUTPUT OF CERTIFIED ADMINISTRATORS
BY OKLAHOMA PREPARATION INSTITUTIONS

Oklahoma Colleges and Universities	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	Projected Mean Admin. Certificates 1976-1981
University of Oklahoma	312	336	360	384	408	360
Oklahoma State	155	161	167	173	179	167
Central State	40	42	44	46	48	44
East Central State	20	21	22	23	24	22
Northwestern State	24	27	30	33	36	30
Northeastern State	48	53	58	63	68	58
Southeastern State	17	19	21	23	25	21
Southwestern State	33	34	35	36	37	35
Phillips University	12	10	8	6	4	8
University of Tulsa	95	99	103	107	111	103
Out-of-State	<u>173</u>	<u>186</u>	<u>199</u>	<u>212</u>	<u>225</u>	<u>199</u>
Total	929	988	1,047	1,106	1,165	1,047

preparation institution. In each instance a projected increase of less than ten certificates per institution was revealed.

Phillips University reflected the only decrease in projected certificates over the period studied, with a negative 52.94 percent. Table XXVI reflects the comparison of the actual and projected Oklahoma administrator certificates in the ten Oklahoma administrator preparation institutions and the several out-of-state administrator preparation institutions.

TABLE XXVI
A COMPARISON OF ACTUAL AND PROJECTED
OKLAHOMA ADMINISTRATOR CERTIFICATES

Oklahoma Colleges and Universities	Actual Mean Admin. Cert. 1970-75 ^a	Projected Mean Admin. Cert. 1976-81 ^b	Percent Certificate Increase
University of Oklahoma	219	360	39.17
Oklahoma State	131	167	21.56
Central State	35	44	20.45
East Central State	11	22	50.00
Northwestern State	9	30	70.00
Northeastern State	43	58	25.86
Southeastern State	16	21	23.81
Southwestern State	28	35	20.00
Phillips University	17	8	-52.94
University of Tulsa	80	103	22.33
Out-of-State	<u>147</u>	<u>199</u>	<u>26.13</u>
Total Mean	736	1,047	29.70

^aDerived from Table XXIII

^bDerived from Table XXV

Projected Supply of Certified Oklahoma
Administrators

The projected supply of standard and provisional certified Oklahoma public school administrators was computed from the total supply of administrators as of February 1976 (Fisher, 1976). The total administrative supply was 4,000 members with a makeup of 1,254 elementary principal valid certificate holders, 1,547 individuals holding valid secondary certificates, and 1,199 superintendents with valid certification. A mean percentage increase of 5.91 percent was applied to each certification level. This percentage was computed by deriving the mean of the percentage increase of the projected certificates.

An increased supply of certified administrators in the period 1976-1981 was projected to be 1,090 administrators, with a mean of 218.04 new administrators being certified each year of the period. The secondary certification area reflected the largest mean increase, in the time period studied, with a projection of 84.20 new certificates. The projected supply of superintendents and elementary principals reflected a mean increase of 65.40 and 68.44 certified administrators in the period 1976-1981. Table XXVII shows a composite of the projected supply of certified Oklahoma administrators.

Projected Supply and Demand of Certified Oklahoma
School Administrators

Table XXVIII reflects the total supply and total demand of certified Oklahoma school administrators. The total supply was calculated by adding the mean projected supply to the actual supply. Likewise, the total demand was derived by summing the mean projected demand with the actual demand.

TABLE XXVII
 PROJECTED SUPPLY OF CERTIFIED OKLAHOMA
 ADMINISTRATORS

Certification	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	Total Increase	Mean 1976-1981
Superintendent	1,270	1,345	1,424	1,508	1,597	327	65.40
Secondary	1,638	1,734	1,836	1,944	2,058	421	84.20
Elementary	<u>1,328</u>	<u>1,406</u>	<u>1,489</u>	<u>1,577</u>	<u>1,670</u>	<u>342</u>	<u>68.44</u>
Total	4,236	4,485	4,749	5,029	5,325	1,090	218.04

TABLE XXVIII

PROJECTED SUPPLY AND DEMAND OF CERTIFIED
OKLAHOMA SCHOOL ADMINISTRATORS

	Projected Mean Demand 1976 ^a	Actual Demand 1976 ^b	Total Projected Demand ^c	Projected Mean Supply 1976 ^c	Actual Supply 1976 ^d	Total Projected Supply
Superintendent	60.59	525	585.59	65.40	1,199	1,264.40
Secondary	66.72	545	611.72	84.20	1,547	1,631.20
Elementary	<u>40.16</u>	<u>520</u>	<u>560.16</u>	<u>68.44</u>	<u>1,254</u>	<u>1,322.44</u>
Total	167.47	1,590	1,757.47	218.04	4,000	4,218.04

^aGleaned from Table XVI

^bGleaned from Table 1

^cGleaned from Table XXVII

^dFisher, 1976

The projected total demand was 1,757.40 administrators in fiscal year 1977. The administrative category with the largest projected demand was the secondary level with a projected demand of 611.72 administrators. The category of superintendent ranked second with a projected demand of 585.59 administrators. The elementary level projected a demand need of 560.16 administrators.

The projected total supply for all administrator categories was 4,218.04 administrators. The secondary administrative category revealed a projected supply of 1,631.20 administrators to rank first in supply. The second ranking administrator group was the elementary level with a projected supply of 1,322.44 administrators. The superintendent supply ranked last in projected supply with 1,264.40 members.

Projected Oversupply of Certified Administrators

The projected oversupply of public school administrators in Oklahoma for the period 1976-81 was calculated by subtracting the total demand from the total supply and adding the difference between the mean projected demand and the mean projected supply. The sum of the oversupply plus the sum of the supply-demand differences created a linear oversupply projection.

Table XXIX projected a total oversupply of 2,662.85 certified Oklahoma school administrators in the 1980-81 school year. The administrative category with the largest excess was the secondary group with an excess of 1,089.40 members. The elementary administrator category projected an oversupply of 875.40 administrators in the 1980-81 school term. The superintendent category projected an excess of 698.05 members in 1980-81, for the smallest oversupply of all the administrative groups.

TABLE XXIX
 PROJECTED OVERSUPPLY OF CERTIFIED OKLAHOMA
 ADMINISTRATORS FOR THE FIVE YEAR PERIOD
 1976-1981

Certification	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981
Superintendent	678.81	683.62	688.43	693.24	698.05
Secondary	1,019.48	1,036.96	1,054.44	1,071.92	1,089.40
Elementary	<u>762.28</u>	<u>790.56</u>	<u>818.84</u>	<u>847.12</u>	<u>875.40</u>
Total	2,460.57	2,511.14	2,561.71	2,612.28	2,662.85

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this research was to measure the supply of certified Oklahoma public school administrators and to relate it to available demand data. The data generated by the study will assist school administrator preparation institutions in the counseling of prospective public school administrators. In addition to a sound guidance program for prospective administrators, a base for establishing state credentialing policies may be formulated for better utilization of administrator preparation institutions.

A review of the related literature dealing with teacher supply and demand, along with public school administrator supply and demand, was presented in Chapter II. The review of literature helped serve as a basis for comparing supply and demand of educators. A large amount of material has been written concerning the supply of and demand for teachers. Very little research has been written about the supply of and demand for public school administrators in the United States or in the State of Oklahoma. It was hoped that such research might provide some information concerning the Oklahoma public school administrator.

A multifaceted research design was implemented using all available administrator supply and demand resources. Oklahoma administrator data such as state tenure, district tenure, certificate levels, sex, and

ethnic origin were derived from the Oklahoma Department of Education personnel file. The aforementioned information gave some insight into the demand variable.

The questionnaire which was used to study administrator additions, reductions, and severance rates was sent to superintendents of schools in 457 Oklahoma independent school districts and to 20 area vocational-technical school superintendents. A return rate of 79.03 percent was realized when 377 of 477 questionnaires were returned.

Administrator supply information was gathered from the certification files of the Oklahoma Department of Education. Data such as age, sex, professional preparation, highest degree, institution granting the certification, type of certification held, and the initial certification specialty was secured from the certification file.

Replacement data for school administrators was taken from the Oklahoma Teachers' Retirement System. Retirement and death data from the aforementioned source was considered the most accurate information available.

The measures of central tendency, the mean, along with the standard error of the mean, and percentage were used to statistically report the data. The analysis of the data was reported in the form of tables, charts, and graphs in Chapter IV.

Findings

The results of the certified Oklahoma school administrator study were categorized into three sections: (1) personnel data, (2) demand data, and (3) supply data. Within the three aforementioned sections the data was grouped by administrator certification level.

Practicing Oklahoma Administrator Personnel Data

The practicing Oklahoma administrator group is composed of 1,590 certified members. The master's degree was the most often reflected academic achievement with 93.6 percent of the practicing administrators holding this minimum degree required for certification. The largest administrative category was the secondary level administrators with 545 members. Among the various members of the aforementioned category, 532 secondary certified principals held as their highest academic achievement the master's degree.

Beyond the minimum requirements for Oklahoma administrator certification, the categories which reflected the highest degree of academic achievement were the superintendent and assistant superintendent. These two categories reflected a doctor's degree at the rate of 8.5 percent and 25 percent, respectively.

The typical Oklahoma school administrator had 10.43 years of mean tenure in the district in which he/she was employed. The largest mean tenure was in the junior high principal category, where 13.19 years was the average tenure in the district served. The secondary principal group reflected the smallest mean tenure, that being 8.84 years.

The administrators holding the doctor's degree had the least district tenure with 10.05 years as compared to the master's degree administrators with 10.45 years district tenure.

The average public school administrator has had 20.20 years of experience in the public schools of Oklahoma. The mean state tenure for superintendents at all degree levels was 22.74 years, which was over one-half year longer than the mean state tenure for assistant superintendents. The junior high school principal category ranks very close to

the top in mean state tenure with 21.97 years.

The master's degreed superintendents averaged 23.02 years of state tenure, followed by the assistant superintendent with 22.22 years, and the junior high principal averaging 21.24 years state tenure. The longest state tenure for individuals beyond the minimum requirements were the elementary principals holding the doctor's degree with 21.75 years of mean state tenure. The study revealed that 32.45 percent of the practicing administrators had district tenure of one to five years. Almost one-half (44.86 percent) of the superintendents in Oklahoma had between one and five years district tenure. This situation existed in five of the eight administrator categories.

The composite state tenure for Oklahoma school administrators revealed that the state tenure cell of 16 to 20 years contained 17.86 percent of the total practicing administrators. The largest percentage found in any one administrative category was the secondary principal's, with 20.83 percent of that group having had state tenure in the age cell 16-20 years.

The typical Oklahoma school administrator was a male caucasian. This group comprised 88.90 percent of the total practicing administrators. This study revealed that 94.29 percent of all practicing administrators in Oklahoma were males. The practicing female administrator population amounted to 5.74 percent of the total practicing administrators in Oklahoma. Males dominated the category of superintendent with 99.54 percent. The aforementioned group was composed of .67 percent black, .67 percent Indian, and 98.2 percent caucasian. The largest practicing female administrator category was the assistant elementary principal with 31.6 percent.

Demand for Oklahoma Public School
Administrators

The 377 responding Oklahoma independent school district superintendents revealed that 24.40 percent of the responding districts did not require certified elementary or secondary principals. There will be very little addition or reduction of certified administrators in Oklahoma school districts, shown by the 77.72 percent not adding and 96.55 percent not reducing certified administrators.

The total increase of certified administrators was projected to be 10.13 percent over the period 1976-81. In the same time span, an increase of 12.84 percent certified secondary administrators, 11.34 percent certified elementary principals, and 6.09 percent certified superintendents was projected by Oklahoma chief school administrators. The largest single category increase was in the secondary area with a projected increase of 70 administrators by 1980-81.

Some school districts will be reducing the number of certified administrators during the time span studied. A total decrease of 3.5 administrative positions or 2.20 percent of the practicing administrators was projected. Elementary principal positions were projected to decrease by 4.42 percent and secondary positions would drop by 2.20 percent of the total practicing administrators in their respective categories.

The mean retirement for the 46,000 active members of the Oklahoma Teachers' Retirement System was 2.31 percent based on a mean retirement of 1,066.2 members per year in the time period 1971-75. The death rate for active members of the Retirement System was .1899 percent based on a mean of 81.8 deaths per year. The combination of retirements and deaths

was projected into a replacement rate for Oklahoma school administrators.

An administrator change rate was developed using the 119 public school administrators changing school districts. The change rate for all administrators in Oklahoma was 7.48 percent of the total practicing administrators. The secondary principal category had the highest change rate with 14.81 percent of the group changing districts. Superintendents had a change rate of 10.72 percent.

The certified Oklahoma administrator severance rate for the 182 administrators leaving education administration in the period 1971-75 was 2.29 percent of the total practicing administrators.

The total certified administrator demand due to replacement and severance was projected to be 102.50 administrators in the year 1976-77. The total administrator demand for the five year period 1976-81 was projected to be 512.00 administrators. The category projecting the largest demand was the superintendency with a projected demand of 187.50 administrators in the time span studied. The projected replacement and severance demand for administrators ranking second was the secondary principals with a total projection of 134.75.

The projected number of certified Oklahoma administrators retiring and dying in the years 1976-77 was 39.76 administrators. The total projected deaths and retirements over the five year life of the projection was 198.80 administrators. The elementary principals category revealed the highest total replacement demand with a projection of 62.50 administrators in the period 1976-81. The superintendents group projected a replacement demand of 57.15 administrators.

Total projected demand for Oklahoma school administrators was 837.40 individuals for the time span studied. This amounted to a mean

projected administrator demand of 167.50. Total demand projected for the superintendents group was 302.95 administrators as compared to the secondary administrators projected demand of 333.60 for the period studied. Elementary administrators projected a demand of 200.80 for the period 1976-81.

Supply of Oklahoma Public School Administrators

The typical certified school administrator in Oklahoma was a male caucasian holding a master's degree. The male administrators composed 89.75 percent of the sample and the females made up 10.25 percent of the sample population.

The ethnic origin of certified Oklahoma administrators was based on a sample of 400 administrators and revealed a caucasian population of 93.25 percent. The black administrator population reflected a percentage of 6.25, and the Indian administrators revealed a .50 percent sample population.

The highest degree achieved by 91.25 percent of the certified Oklahoma school administrators sample was the master's degree. The doctor's degree was held by 8.25 percent of the sample population. In the superintendents category, 85.52 percent of the sample held the master's degree, while 11.72 percent held the doctor's degree. The secondary certified administrators revealed that 91.97 percent of its group held the master's degree and 5.11 percent held the doctorate.

Oklahoma certified administrators revealed a mean age of 45.75 years and a standard error of 2.36 years with 17.50 percent of the sample population falling in the age cell 41-45. Superintendents had a mean age of 49.35 years and a standard error of 4.20 years with their largest

percentage sample population in the age cell 41-45. Elementary administrators had a mean sample age of 45.35 years and a standard error of 4.83 years, with the 30-35 age cell revealing the largest sample percentage. The mean sample age for the secondary administrators was 42.53 years and a standard error of 3.88 years, with the largest percentage coming in the age cell 30-35.

The confidence interval for the total certified administrator sample at the .01 level of significance was ± 6.09 years. A confidence interval at the .01 level of significance for the sample superintendent category was ± 10.84 years, for the secondary category ± 10.01 years, and for the elementary administrators a confidence interval of ± 11.17 years was realized.

Certified Oklahoma administrators came from various teaching specializations, as reflected by the credentials they held. The superintendents category divulged that 155 members of the group held a teaching specialization in elementary teaching. At the secondary level 151 members of the category held elementary specialization and 150 individuals held health and physical education teaching specializations.

The output of administrator certificates revealed that the University of Oklahoma had provided institutional recommendation for 1,094 administrators in the period 1970-75. The institution which produced the next largest number of administrator recommendations was not based in Oklahoma. The several out-of-state administrator preparation institutions made 736 recommendations as compared to 657 administrator recommendations by Oklahoma State University.

A projected output of public school administrators indicated that the University of Oklahoma will produce 360 administrator recommendations,

an increase of 39.17 percent, for the period 1976-81. The several out-of-state institutions projected an increased administrator certificate production of 26.13 percent based on 199 recommendations. The total number of certified administrators was projected to increase by 311 recommendations for the period 1976-81. The increased number of administrators revealed a projected output of an additional 29.70 percent for the years 1976-81.

A total supply of 4,218.04 administrators was projected for the 1976-77 school year, while a total demand of 1,757.47 administrators was projected. This indicated an oversupply of 2,460.57 administrators. The oversupply was projected to increase during the time span studied in all administrator categories. In the years 1980-81, an oversupply of 2,662.85 certified administrators was projected for all levels of school administration. The categories of elementary and secondary administrator projected an oversupply of 875.40 and 1,089.40 administrators, respectively, in the years 1980-81.

The aforementioned data indicated that prospective public school administrators appear to face a tight job market in future years, with 1.55 certified Oklahoma administrators available for each position. This condition appears to grow even more competitive as the number of prospective certified administrators in Oklahoma increases.

Conclusions

The findings in this research provided answers to some of the critical questions which originally generated the development of a supply and demand study of certified public school administrators in Oklahoma. The results of the study provided a data base for comparison

of administrator supply and demand, as well as provided a futuristic basis for education administration planning.

The findings of this study implied that there was a lack of certified female administrators in Oklahoma. This was especially evident when minority groups were added as a variable to the sex category. The number of minority group members in the male group of certified Oklahoma administrators was limited in both the practicing and total certified Oklahoma administrator population. The results of the study implied that the number of females, regardless of ethnic origin, as well as the number of male minority administrators should be increased in Oklahoma.

A second conclusion involved the preparation of certified school administrators in Oklahoma by the administrator training institutions serving the state. The study implied that Oklahoma administrator preparation institutions have produced more certified school administrators than the job market demands. In the final analysis, the study would seem to imply that a reevaluation of administrator output by Oklahoma preparation institutions should be undertaken in an orderly and systematic way.

Discussion

The data which evolves from any supply-demand research implies that certain phenomenon seem to be occurring in a given time period. The manpower projections of public school administrators in Oklahoma are open to criticism due to a mobile employment population. The skeptics who make these criticisms imply that supply-demand research in education is worthless because of the high mobility rate of educators. The fact

remains that supply-demand information of the type found in this research will give prospective administrators an opportunity to view the job market in relation to administrator availability.

The Oklahoma administrator supply-demand study indicates that an oversupply of certified public school administrators does exist in Oklahoma. The causal relationships which make up this oversupply are beyond the scope of this study. However, one view of administrator oversupply is that it is created by a producer surplus. This type of surplus is created by the institutions preparing school administrators. This would appear to be the case when discussing the Oklahoma administrator supply surplus. Oklahoma administrator preparation institutions and the several out-of-state preparation institutions serving Oklahoma, along with the Oklahoma credentialing program, continue to glut the administrator job market with minimally prepared teacher-administrators. A strong program of institutional selection, a more rigid state credentialing policy, and a concentration of state financial support in a limited number of viable administrator preparation programs, would allow greater control of Oklahoma administrator producer surplus.

An administrator oversupply may also be created by negative consumer demand. In terms of the Oklahoma administrator surplus, it was evident from this study that all Oklahoma independent school districts did not employ certified administrators at the elementary and secondary levels. The accreditation program carried on by the Oklahoma Department of Education in relation to mandatory employment of certified administrators must be upgraded to require the Oklahoma school districts to employ certified administrators at all levels of education. If this type of program were to be implemented, administrator oversupply would be reduced

and the consumer surplus factor removed as a cause of Oklahoma administrator surplus.

Regardless of whether the cause of administrator surplus is producer-centered or consumer-centered, the "bottom line" is that an on-going research of administrator supply and demand is a valuable tool for examining state credentialing policies, financial support, programs of guidance for prospective administrators, and control of duplication of administrator programs.

In conclusion, Oklahoma administrator preparation institutions should be more selective in the selection of prospective administrator candidates. A stricter program of requirements for certification and an Oklahoma Department of Education accreditation requirement making all public school administrators meet certification standards would help solve the Oklahoma administrator surplus problem.

Recommendations

The findings of this research provide a data base for future supply and demand studies of public school administrators in Oklahoma and its several contiguous states.

The following recommendations were developed from the results of the aforementioned research:

1. A biennial research of Oklahoma school administrator supply and demand should be employed to insure that accurate job market data will be available to prospective school administrators.
2. The Oklahoma credentialing agency should review its requirements for certification in conjunction with Oklahoma administrator training institutions in order to determine the feasibility of increased degree requirements.

3. The Oklahoma legislature should be advised of the administrator supply-demand situation in order to regulate funding of new administrator preparation programs and in order to channel monies to the viable existing programs.

4. Oklahoma administrator preparation institutions should make a concerted effort to capture a large percentage of those individuals going outside of the state for their administrative training.

5. A regional administrator supply-demand study should be implemented to further develop a consistent counseling effort for prospective school administrators.

6. The data gathering technique used in administrator supply and demand research should be refined and performed by the Oklahoma Department of Education as a service to potential Oklahoma administrators and to Oklahoma administrator training institutions.

7. A stronger recruitment program of minority groups and females should be undertaken by Oklahoma administrator training institutions. This should be accomplished through a program of encouraging minority members and females to consider education administration as a realistic profession.

The results, conclusions, and recommendations of this study were reinforced by Terry Herndon (1976, p. 704) when he stated:

Manpower planning is practical in education. We need not consider the fortuitous variables, as is the case in industry. It is wasteful for a government to invest substantial sums in the development of highly educated professionals for whom there is no available work. Further, it is unfair to overtly or covertly encourage students to spend their years and dollars in preparation for disappointment.

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APPENDIX A

COVER LETTERS



OKLAHOMA STATE UNIVERSITY — STILLWATER

OKLAHOMA PUBLIC SCHOOL RESEARCH COUNCIL
STILLWATER, OKLAHOMA 74074

AFFILIATED UNIVERSITIES
The University of Oklahoma
Oklahoma State University

OFFICE OF THE EXECUTIVE SECRETARY
Gundersen Hall, Room 309
Phone 372-6211, ext. 6461

April 19, 1976

Dear School Administrator:

The Oklahoma Public School Research Council is interested in assessing demand for public school administrators in Oklahoma. The primary reason for a study of this type is inherent in the policy making function of State Boards of Education, colleges of teacher education, and departments of educational administration.

The data received from this questionnaire should provide more accurate career information for Oklahoma school administrators. This is a very real factor as student population continues a downward trend. This type of information should aid persons responsible for establishing policy in administrative training programs, state credentialing agencies, and educational funding programs.

The information that we are requesting is available only from you, the practicing public school administrators in the state. It will be of great help to the Oklahoma Public School Research Council and we hope, to the administrative profession in Oklahoma, to determine the demand for superintendents, principals, and assistants at all levels of administration.

Please return this two page questionnaire in the enclosed envelope at your earliest possible convenience. I would like to thank you in advance for your cooperation.

Sincerely,

Ken St. Clair

Dr. Kenneth St. Clair
Executive Secretary
O.P.S.R.C.

Sincerely,

Edward H. Seifert

Edward H. Seifert
Research Associate
O.P.S.R.C.



OKLAHOMA STATE UNIVERSITY — STILLWATER

OKLAHOMA PUBLIC SCHOOL RESEARCH COUNCIL
STILLWATER, OKLAHOMA 74074

AFFILIATED UNIVERSITIES
The University of Oklahoma
Oklahoma State University

OFFICE OF THE EXECUTIVE SECRETARY
Gundersen Hall, Room 309
Phone 372-6211, ext. 6461

May 3, 1976

Dear School Administrator:

On April 19, 1976 we sent you a two page questionnaire concerning demand for public school administrators in the State of Oklahoma. We certainly do appreciate your help in furnishing data about the schools you operate and we would like the opportunity to help you with some information about your chosen field of education administration.

The data received from you is vital in determining what course of action should be taken in the preparation of public school administrators, financing of administrative positions, and guidance of prospective administrators.

We know this is a busy time of year for you but please take a minute out of your busy schedule to respond to the instrument. Thank you for your time.

Sincerely,

Ken St. Clair

Dr. Kenneth St. Clair
Executive Secretary
O.P.S.R.C.

Sincerely,

Edward H. Seifert

Edward H. Seifert
Research Associate
O.P.S.R.C.

Enclosure

EHS/ps

APPENDIX B

ADMINISTRATIVE DEMAND QUESTIONNAIRE

ADMINISTRATIVE DEMAND QUESTIONNAIRE

SCHOOL DISTRICT _____

This questionnaire deals with public school administrators in Oklahoma and the number of additions or reductions of positions which require administrative certification.

1. How many members of your present administrative staff are required to hold a valid standard or provisional administrative certificate? (i.e. assistant superintendent, secondary principal, elementary principal, assistant secondary principal, assistant elementary principal.) Please indicate the number of certified administrators now on your staff in the chart below.
 - A. Asst. Superintendent _____
 - B. Secondary Principal _____
 - C. Asst. Secondary Principal _____
 - D. Elementary Principal _____
 - E. Asst. Elem. Principal _____

2. Will the school district you represent add personnel or positions, in the future, which will require the individual to hold a valid standard or provisional administrators certificate? (i.e. assistant superintendent, secondary principal, assistant secondary principal, elementary principal, assistant elementary principal.)
 - A. _____ Will add certificated personnel and positions
 - B. _____ Will not add certificated personnel and positions
(If you choose this item move directly to question number 4.)

3. In what administrative areas, how many administrative positions, and during what school year will the school district you represent add these additional certificated administrative personnel and positions? (Please indicate in the chart below the number of additions you will recommend to your Board of Education in the appropriate time period.)

POSITIONSSCHOOL YEARS

	76-77	77-78	78-79	79-80	80-81
A. Assistant Superintendent					
B. Secondary Principal					
C. Assistant Secondary Principal					
D. Elementary Principal					
E. Assistant Elementary Principal					

4. Will the school district you represent reduce personnel or positions, in the future, which will require the individual to hold a valid standard or provisional administrators certificate? (i.e. assistant superintendent, secondary principal, assistant secondary principal, elementary principal, and assistant elementary principal.)

A. ___ Will reduce certificated administrative personnel

B. ___ Will not reduce certificated administrative personnel
(If you choose this item move directly to question number 6.)

5. In what administrative areas, how many administrative positions and during what school year will the school district you represent reduce certificated administrative personnel and positions? (Please indicate in the chart below the number of reductions you will recommend to your Board of Education in the appropriate time period.)

POSITIONS

SCHOOL YEARS

	76-77	77-78	78-79	79-80	80-81
A. Assistant Superintendent					
B. Secondary Principal					
C. Assistant Secondary Principal					
D. Elementary Principal					
E. Assistant Elementary Principal					

6. How many members of your certified administrative staff (i.e. superintendent, secondary principal, elementary principal, and their assistants) have accepted employment outside of educational administration in the past five years (1971-72 school term)? If you do not have five years tenure in the district please defer this question to someone who may have this information.

A. Number leaving public school administration _____

APPENDIX C

DEATH-RETIREMENT DATA

BILL WARE
EXECUTIVE SECRETARY



EVERETT WRIGHT
ASST. EXECUTIVE SECRETARY

CHARLES O. COFER
SECRETARY-TREASURER

TOMMY C. BEAVERS
SECRETARY-TREASURER JR.

STATE OF OKLAHOMA
TEACHERS' RETIREMENT SYSTEM

State Capital Post Office Box 53524

Oklahoma City, Oklahoma 73105

April 22, 1976

Mr. Ed Seifert
103 Gunderson Hall
Oklahoma State University
Stillwater, Oklahoma

Dear Mr. Seifert:

Listed in the table below is the information you have requested. I am sorry to have taken so long in supplying this information to you. In checking these figures that far back it was necessary to run some additional computer programs in order to obtain all the information you asked for.

<u>YEAR</u>	<u>NEW MEMBERS</u>	<u>WITHDRAWALS</u>	<u>DEATHS</u>	<u>RETIREMENTS</u>
1971	5424	2395	105	1146
1972	5369	2228	82	1171
1973	4809	2470	77	1080
1974	5651	2615	75	980
1975	5606	2560	70	954

Please call on us anytime we can be of assistance to you.

Sincerely,

Tommy C. Beavers
Tommy C. Beavers
Asst. Secretary-Treasurer

TCB:bg

APPENDIX D

TABLES OF TENURE OF CERTIFIED OKLAHOMA
SCHOOL ADMINISTRATORS BY LEVEL
AND EXPERIENCE

STATE TENURE OF CERTIFIED OKLAHOMA SCHOOL
ADMINISTRATORS HOLDING A MASTERS DEGREE
BY LEVEL AND EXPERIENCE
(Percentage)

Years Experience	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46 and Above	N
Superintendent	.99	6.65	14.3	18.9	17.2	19.7	13.1	4.93	3.20	.99	406
Assistant Superintendent	--	8.00	12.0	16.0	24.0	18.0	18.0	--	4.00	--	50
Secondary Principal	6.73	16.4	19.2	20.7	13.9	13.5	7.69	1.92	--	--	208
Asst. Secondary Principal	3.17	28.6	19.1	19.8	14.3	6.35	5.56	1.59	1.59	--	126
Junior High Principal	3.17	15.1	15.1	17.5	15.9	18.2	9.52	6.35	1.59	--	126
Asst. Jr. High Principal	5.56	19.4	29.2	15.3	8.33	12.5	4.17	5.56	--	--	72
Elementary Principal	2.29	17.7	17.9	14.9	12.1	16.4	10.2	6.24	2.08	.20	481
Asst. Elementary Principal	5.00	50.0	20.0	15.0	10.0	--	--	--	--	--	20
Total	2.62	15.4	17.3	17.5	14.4	15.9	10.0	4.57	1.95	.34	
N	39	229	258	261	215	236	149	68	29	5	1489

STATE TENURE OF CERTIFIED OKLAHOMA SCHOOL
ADMINISTRATORS HOLDING A SPECIALIST
DEGREE BY LEVEL AND EXPERIENCE
(Percentage)

Years Experience	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46 and Above	N
Superintendent	--	--	33.3	25.0	33.3	--	--	8.33	--	--	12
Assistant Superintendent	--	--	--	--	--	100	--	--	--	--	1
Secondary Principal	--	--	--	--	--	100	--	--	--	--	1
Asst. Secondary Principal	--	100	--	--	--	--	--	--	--	--	1
Elementary Principal	--	--	--	33.3	--	--	--	66.7	--	--	3
Total	--	5.56	22.2	22.2	22.2	11.1	--	16.7	--	--	
N	0	1	4	4	4	2	0	3	0	0	18

STATE TENURE OF CERTIFIED OKLAHOMA SCHOOL
ADMINISTRATORS HOLDING A DOCTORS DEGREE
BY LEVEL AND EXPERIENCE
(Percentage)

Years Experience	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46 and Above	N
Superintendent	--	5.13	12.8	28.2	23.1	17.9	7.69	2.56	2.56	--	39
Assistant Superintendent	--	17.7	5.88	11.8	29.4	23.5	--	5.88	5.88	--	17
Secondary Principal	--	14.3	14.3	28.6	28.6	14.3	--	--	--	--	7
Asst. Secondary Principal	--	--	50.0	50.0	--	--	--	--	--	--	2
Junior High Principal	--	--	100	--	--	--	--	--	--	--	2
Elementary Principal	--	<u>25.0</u>	<u>--</u>	<u>18.8</u>	<u>12.5</u>	<u>12.5</u>	<u>18.8</u>	<u>12.5</u>	<u>--</u>	<u>--</u>	<u>16</u>
Total	--	12.1	12.1	22.9	21.7	16.9	7.23	4.82	2.41	--	
N	0	10	10	19	18	14	6	4	2	0	83

DISTRICT TENURE OF CERTIFIED OKLAHOMA
ADMINISTRATORS HOLDING A MASTERS
DEGREE BY LEVEL AND EXPERIENCE
(Percentage)

Years Experience	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46 and Above	N
Superintendent	43.8	21.9	12.8	6.40	6.40	5.91	1.72	.49	.49	--	406
Assistant Superintendent	30.0	16.0	12.0	16.0	16.0	6.00	2.00	2.00	--	--	50
Secondary Principal	50.0	18.8	11.1	10.1	5.77	2.88	1.44	--	--	--	208
Asst. Secondary Principal	28.6	25.4	19.8	15.1	5.55	3.17	1.59	.79	--	--	126
Junior High Principal	17.5	22.2	18.3	18.3	11.1	8.73	2.38	.79	.79	--	126
Asst. Jr. High Principal	30.6	20.8	26.4	13.9	4.17	--	--	--	--	--	72
Elementary Principal	19.8	24.5	18.7	17.3	12.3	5.20	1.24	.62	.42	--	481
Asst. Elementary Principal	<u>10.0</u>	<u>50.0</u>	<u>15.0</u>	<u>10.0</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>20</u>
Total N	31.8 474	22.7 339	16.2 241	12.9 193	8.80 131	5.10 76	1.48 22	.54 8	.34 5	-- 0	1489

DISTRICT TENURE OF CERTIFIED OKLAHOMA
ADMINISTRATORS HOLDING A SPECIALIST
DEGREE BY LEVEL AND EXPERIENCE
(Percentage)

Years Experience	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46 and Above	N
Superintendent	58.3	16.7	8.33	--	16.7	--	--	--	--	--	12
Assistant Superintendent	--	--	--	--	100	--	--	--	--	--	1
Secondary Principal	100	--	--	--	--	--	--	--	--	--	1
Asst. Secondary Principal	100	--	--	--	--	--	--	--	--	--	1
Elementary Principal	--	--	--	33.3	33.3	--	33.3	--	--	--	3
Total	50.0	11.1	5.56	5.56	22.2	--	5.56	--	--	--	
N	9	2	1	1	4	0	1	0	0	0	18

DISTRICT TENURE OF CERTIFIED OKLAHOMA
ADMINISTRATORS HOLDING A DOCTORS
DEGREE BY LEVEL AND EXPERIENCE
(Percentage)

Years Experience	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46 and Above	N
Superintendent	51.3	28.2	7.69	5.13	2.56	--	5.13	--	--	--	39
Assistant Superintendent	35.3	11.8	35.3	11.8	11.8	5.88	--	5.88	--	--	17
Secondary Principal	28.5	42.9	--	14.3	14.3	--	--	--	--	--	7
Asst. Secondary Principal	50.0	--	50.0	--	--	--	--	--	--	--	2
Junior High Principal	--	50.0	50.0	--	--	--	--	--	--	--	2
Elementary Principal	<u>25.0</u>	<u>6.25</u>	<u>--</u>	<u>18.7</u>	<u>12.5</u>	<u>12.5</u>	<u>25.0</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>16</u>
Total	39.8	21.7	9.64	9.64	7.23	3.61	7.23	1.20	--	--	
N	33	18	8	8	6	3	6	1	0	0	83

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VITA

Edward H. Seifert III

Candidate for the Degree of

Doctor of Education

Thesis: THE SUPPLY AND DEMAND OF PUBLIC SCHOOL ADMINISTRATORS IN
OKLAHOMA

Major Field: Education Administration

Biographical:

Personal Data: Born in Galesburg, Illinois, July 3, 1943, the son
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Education: Graduated from Cameron High School, Cameron, Missouri,
in May, 1961. Received the Bachelor of Science in Education
degree from Central Missouri State University, Warrensburg,
Missouri, in May, 1965, with majors in social science and
physical education; received the Master of Science in
Education degree from Northwest Missouri State University,
Maryville, Missouri, in 1968, with a major in secondary school
administration; received the Specialist degree from Central
Missouri State University in 1972, majoring in school adminis-
tration; completed requirements for the Doctor of Education
degree at Oklahoma State University, Stillwater, Oklahoma, in
December, 1976, majoring in education administration.

Professional Experience: Teacher, Stewartsville High School,
Stewartsville, Missouri, 1965-1967; Assistant high school
principal, South Harrison R-II Schools, Bethany, Missouri,
1967-1972; Superintendent of Schools, Union Star R-II Schools,
Union Star, Missouri, 1972-1975; Graduate assistant in the
Office of Teacher Certification, Oklahoma State University,
Stillwater, Oklahoma, 1975-1976.

Professional Organizations: Phi Delta Kappa, American Association
of School Administrators, Missouri State Teachers Association,
Missouri Association of School Administrators.