

STATEMENT OF PERMISSION TO COPY

In presenting this professional paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this professional paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication on this professional paper for financial gain shall not be allowed without my written permission.

Signature

Rudolph John Stentz

Date

Aug. 8, 1975

142

AN EVALUATION OF THE SECONDARY SCHOOL ADMINISTRATION
PROGRAM AT MONTANA STATE UNIVERSITY

by

RUDOLPH JOHN SHUTEY

A professional paper submitted in partial fulfillment
of the requirements for the degree

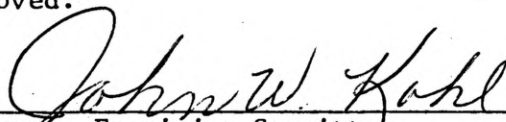
of

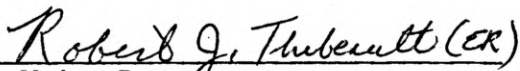
MASTER OF EDUCATION

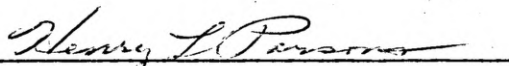
with concentration in

Secondary School Administration

Approved:


Chairman, Examining Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1975

ACKNOWLEDGEMENTS

As I near the end of my Masters Program, I am becoming acutely aware of the role other people have played in my program. One of the most dominant of these roles was played by my committee chairman, Dr. John Kohl. His encouragement, patience and hard work are greatly appreciated and will not be soon forgotten. I am greatly indebted to my other committee members, Dr. Robert Thibeault and Dr. Eric Strohmeier. Dr. Thibeault provided me with a friendly ear and warm encouragement when I needed them the most, and Dr. Strohmeier provided me with the necessary research and statistical expertise needed to implement this study.

An acknowledgement of this kind would be incomplete without mention of special friends. A special thanks to Marjorie Paisley, my friend and confidant, to Irma Tiffany, who assisted in data collections, and to Dr. Gerald Sullivan and Dr. Robert Van Woert who taught me the meanings of words perspective and value.

I would also like to thank my parents, sister Nancy and brother Mike, for their encouragement.

Finally, to my wife, Sandy, and children, Mark, Michelle, Nanette, and Danielle, I owe a debt that can never be repaid. Without their encouragement, sacrifice, and devotion this goal could never have been realized.

TABLE OF CONTENTS

	Page
VITA	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS.	iv
LIST OF TABLES	viii
ABSTRACT	x

Chapter

1. INTRODUCTION.	1
Statement of the Problem.	2
Significance of the Study	3
General Questions to be Answered.	5
General Procedure	6
Delimitations of the Study.	8
Definitions of Terms.	8
Summary	9
2. REVIEW OF RELATED LITERATURE.	10
Accountability in Higher Education.	11
Criticisms of Higher Education.	13
Evaluative Criteria	16
Related Evaluative Surveys	22
Summary	27

Chapter	Page
3. PROCEDURES	29
Population and Sampling	29
Method of Collecting Data	30
Method of Organizing Data	35
Restatement of Questions.	35
Analysis of Data.	36
Summary	37
4. PRESENTATION AND INTERPRETATION OF DATA	38
Personal Data	39
Positions Held by Respondents before Completion of Masters Degree	41
Positions Held by Respondents Since Completion of Masters Program.	42
Offices Held by Respondents in Professional Organizations	44
Size of Schools	46
Advanced Degrees.	51
Respondents' Reasons for Selecting MSU.	51
Respondents' Reasons for Selecting Secondary School Administration for a Major.	52
Respondents' Perceptions of Various Aspects of the Total Program	54
Objectives.	59
Individual Areas	70

Chapter	Page
Respondents' Evaluation of Most Frequently Taken Courses	70
Respondents' Suggestions for Additions to the Secondary School Administration Program	78
Suggested Areas to be Deleted from the Secondary School Administration Program	80
Most Valuable Electives as Perceived by Respondents	81
Least Valuable Electives as Perceived by Respondents	82
Opportunity Given to Respondents to Plan Graduate Program	84
Opportunity Given to Respondents to Choose Advisor and Committee	85
Respondents' Comments and Suggestions	86
Comments and Suggestions of 1969 to 1971 Graduates	86
Comments and Suggestions of 1972 to 1974 Graduates	93
Comments and Suggestions Summarized.	95
Summary	95
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	96
Summary	96
Conclusions	102
Recommendations	105
BIBLIOGRAPHY	108
APPENDICES	110
Appendix A - Cover Letter	112

	Page
Appendix B - Questionnaire	114
Appendix C - First Follow-up Letter	121
Appendix D - Second Follow-up Letter	123

LIST OF TABLES

	Page
1. Respondents' Response to Instrument by Number and Percentage	39
2. Respondents' Present Positions	40
3. Positions held by Respondents before completion of Masters Degree.	43
4. Positions held by Respondents since Completion of Masters Program	45
5. Size of Schools (Principals and Teachers)	48
6. Size of Schools (Superintendents)	49
7. Size of Schools (District Directors)	50
8. Respondents' Reasons for Selecting MSU	52
9. Respondents' Reasons for Selecting Secondary School Administration as a Major.	53
10. Respondents' Perception of Various Aspects of the Total Program (1969-1971)	56
11. Respondents' Perception of Various Aspects of the Total Program (1972-1974)	57
12. Respondents' Perception of Various Aspects of the Total Program (1969-1974)	58
13. Respondents' Perception of Department Objectives (1969-1971)	61
14. Respondents' Perception of Department Objectives (1972-1974)	63
15. Respondents' Perception of Department Objectives (1969-1974)	65

16. Appropriateness of Objectives as Perceived by Respondents	67
17. Respondents' Evaluation of Most Commonly Taken Courses (1969-1971)	72
18. Respondents' Evaluation of Most Commonly Taken Courses (1972-1974)	74
19. Respondents' Evaluation of Most Commonly Taken Courses (1969-1974)	76
20. Respondents' Suggested Additions to the Program	79
21. Respondents' Suggested Deletions from the Program	80
22. Most Valuable Electives as Perceived by Respondents	83
23. Least Valuable Electives as Perceived by Respondents	84

ABSTRACT

This study of the Masters Degree Program in Secondary School Administration was designed to obtain information pertinent to the adequacy of the Secondary School Administration Training program at Montana State University.

Basically this study had two purposes: to aid the Department of Educational Services in improving their Secondary School Administration Program, and to help the Department meet requirements set by the Board of Regents and the National Council for Accreditation of Teacher Education.

The instrument used to gather data was a mailed questionnaire. The questionnaire was sent to all fifty-one graduates who received Masters Degrees with concentration in the area of Secondary School Administration during the period 1969 to 1974. The questionnaire asked respondents for pertinent personal and occupational data and requested that they rate the objectives and individual areas of the program as to their efficacy and value.

As the questionnaires were returned, they were subjected to descriptive analysis and were reported in narrative and tabular form. Results were most often expressed in terms of sums, percentages, and means.

Among the conclusions derived from this study were:

1. The Masters Degree Program with concentration in the area of Secondary School Administration is generally well accepted by graduates of the Program.
2. The objectives established by the Department of Educational Services for the Secondary School Administration Program were well received.
3. While it is apparent that most of the Department objectives are being adequately achieved, there is some doubt as to whether all are being achieved to the greatest degree possible.
4. The physical facilities provided at Montana State University met the needs of Program graduates to a high degree.
5. Seventy percent of the graduates are presently employed in administration.
6. Most of the courses commonly taught in the Program were considered valuable, especially the Internship Program, School Law, and School Finance.
7. The Comprehensive Examination, the Professional Paper (project) and Introduction to Counseling were generally considered weak and in need of revision.
8. Many respondents revealed a need for more practical course offerings, especially in the areas of personnel relations and interactions, decision making, routine administrative duties, and small school management.

Chapter 1

INTRODUCTION

Until the middle of the 1950's, the study of educational administration was a haphazard venture at best. Administrative courses were taught in a passive manner during summer sessions. Very little effort was directed toward research into the process or theory of educational administration (Moore:1964:11).

Today, however, most "departments are aware of their responsibility for continued research and development of programs which prepare school administrators to function effectively and with flexibility in today's changing and complex environment" (Pannier:1971:3-4).

This demonstrated awareness on the part of administrative educators has, in turn, resulted in increased enrollment in, and recognition of, departments that train school administrators. This statement is evidenced by the fact that in 1970, out of a total of 5,781 doctoral degrees awarded in America, approximately 25 percent or 1,433 degrees were earned in the field of school administration. Giving further intensification to this paragraph's initial statement is the fact that by 1973, departments of educational administration were the second largest producers of doctoral degrees in this country (Frohreich and Sims:1973:43).

Although, as indicated above, administrative education has progressed greatly in recent years, research, as will be shown in Chapter 2, indicates that there still remains a vast need for improvement. Responsibility for this improvement, Frohreich and Sims (1973:58) reported, rests with the individual departments who, of necessity, must evaluate their own "program strengths and weaknesses and then meet the challenges of building more viable and relevant training experiences."

It is in recognition of the above stated need for constructive departmental evaluations that the investigator conducted a survey of graduates of the secondary school principalship program at Montana State University. It is hoped that this survey will function as a viable tool that will better enable the Department of Educational Services to more effectively meet the growing educational needs of its students in particular and the ever-increasingly complex educational needs of society in general.

Statement of the Problem

The purpose of this study was to survey the graduates of Montana State University's Masters Degree Program in Secondary School Administration to determine if their pursued course of study provided adequate preparation for their chosen occupational fields.

Significance of the Study

Appeals for higher quality administrative training cannot go unanswered for there is a direct relationship between the quality of our elementary and secondary schools and the products of our country's departments of educational administration. The future of "education and the management of the educational enterprise is too important to leave with poorly trained school administrators" (Frohreich and Sims:1973:58).

If a university department is going to be successful in meeting the needs of its graduates and society in an ongoing, efficient manner, it is essential that the department continuously evaluate its program to determine if the goals and objectives it has set for its students have been met.

In recognition of the above stated need for evaluation, the Montana Commission on Post-Secondary Education in its "Report on Accountability" has stated (Appendix C:1974:11):

. . . It is important that students have the means to evaluate the major components of the educational process: the institution, its curriculum, key personnel: (faculty and administration, and stated and apparent goals.)

In agreement with the Post-Secondary Commission, Wayne E. Gregg (1972:483) has put forth the following argument:

. . . Considering the vast and rapidly increasing number of people attending graduate schools, it is imperative that the ways in which graduate students evaluate the quality of their experience within the

graduate milieu be examined.

In a similar manner, Ronald Mattson (1972:4) declared:

. . . An important objective of any training program, especially in a swiftly changing society such as ours, is a program that is current and responsive to the needs of its graduates. The design and the development of the model for a systematic collection of data from graduates . . . on an annual basis will help serve this program.

James Pannier (1971:128), who conducted an evaluation at Montana State University in the area of School Administration, has reached a similar conclusion:

The suggestions made for improving the program should not be limited to the findings of this particular study. It is paramount to recognize that the needs of society and the educational administrator are both dynamic and complex. Thus, it is most important to constantly reevaluate the preparatory program in light of these changing needs.

Giving further credence to the conclusions reached above, the National Council for Accreditation for Teacher Education has stated (1971:12):

Maintenance of acceptable teacher education programs demands a continuous process of evaluation of the graduates of existing programs, modification of existing programs, and long-range planning . . .

In view of the statements offered above, it can be concluded that evaluation in the form of feedback from students and graduates is a necessary, viable aspect of any evaluative program. It is in concurrence with this fact that the researcher undertook an investigation of the Secondary School Administration Program

offered at Montana State University.

The results of this survey will be significant in that they will:

1. Aid Montana State University in meeting the requirements of the Board of Regents that such a survey be conducted.
2. Enable Montana State University to meet evaluation standards set by the National Council for Accreditation of Teacher Education.
3. Aid the Department of Educational Services in continuing to improve and expand its training program for secondary administrators in the most effective manner possible.
4. Assist in the identification of skills needed to adequately prepare graduates to meet the ever demanding challenges of administrative positions.
5. Assist other Montana State University departments, as well as other universities, by providing direction for similar evaluative surveys.
6. Provide valuable information concerning the occupational career development patterns of graduates of Montana State University's Program of Secondary School Administration.

General Questions to be Answered

1. To what degree do graduates of the program perceive that the objectives established for the Secondary School Admin-

istration Program have been met?

2. To what degree have the physical facilities provided at Montana State University met the needs of its administrative graduates?

3. What areas of the program are viewed by its graduates as being strong?

4. What areas of the program are viewed by its graduates as being in need of revision?

5. How do graduates perceive the reputation of the program throughout the state? . . . throughout the country?

6. What per cent of the graduates actually entered the roles for which they were prepared?

7. How do graduates perceive the morale of fellow students with whom they were enrolled in the program?

General Procedure

In order to conduct this study, it was necessary to identify all graduates who received Masters Degrees in Secondary School Administration at Montana State University from 1969 to 1974. The names of these graduates were obtained from the College of Graduate Studies. Addresses for each graduate were secured from Montana State University's Alumni Office, Placement Bureau, and Department of Educational Services.

A questionnaire was used to gather the desired information. In defense of this type of evaluative instrument the Post-Secondary Commission in its "Report on Accountability" has written (1974: Appendix C:11):

Questionnaires provide workable methods of evaluation. The selection, administration, compilation, and interpretation of such questionnaires should be the coordinated responsibility of the alumni, the students, and the representatives of the group or policies being evaluated.

The finished questionnaire was composed of three parts. The first section asked the graduates for pertinent personal and occupational data. The second section requested graduates to indicate whether or not the objectives set by the Department had been met. Finally, the third section asked the graduates to rate individual areas of the program as to their effectiveness.

The instrument was mailed to each graduate with an accompanying cover letter explaining the purpose of the questionnaire and urging cooperation. A follow-up letter or personal telephone call was made two weeks after the original mailing. Another follow-up letter was sent two weeks later to those graduates who did not respond to the telephone calls.

After the data was collected, it was compiled and analyzed. The findings are reported in the final chapters of this study.

Delimitations of the Study

The population of this study was delimited to those graduates who received Masters of Education Degrees in Secondary School Administration at Montana State University during the period 1969 to 1974.

Definitions of Terms

Department is used to refer to the Department of Educational Services at Montana State University, Bozeman, Montana.

Evaluation is used to refer to the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision-makers in selecting among alternatives (Aiken:1962:2).

Post-Secondary Commission is used to refer to the Montana Commission on Post-Secondary Education.

Program is used to refer to the graduate program leading to a Masters of Education Degree in Secondary School Administration.

Respondent is used to refer to a graduate of the Masters Program in Secondary School Administration who completed and returned a questionnaire used in this study.

Summary

The investigator conducted a survey of the 1969 to 1974 graduates of Montana State University's Secondary School Administration Program in order to obtain information pertinent to the adequacy of the administrative training program offered at MSU. Data gathered from the survey will be used by the Educational Services Department to improve the Secondary School Administration Program and to meet requirements set by the Board of Regents and standards of the National Council for Accreditation of Teacher Education.

Chapter 2

REVIEW OF RELATED LITERATURE

The growth of post-secondary education since World War II coupled with rising educational costs have made colleges and universities the target of growing public concern. This concern has led to investigations, allegations, and demands not only for fiscal accountability but also for instructional accountability.

As a result of this demand for accountability, research has been done that is critical of higher education. In order to effectively conduct an evaluative survey on the effectiveness of secondary school administration preparation, the investigator felt it imperative to learn what these critics were saying not only about administrative programs but also of higher education in general. Therefore, the first two segments of this review will deal with two general topics: accountability as it applies to post-secondary education and a review of studies critical of higher education. In the last two segments, the investigator will relate more specifically to the field of educational administration by first establishing suggested evaluative criteria for judging both graduate and administrative programs and then by surveying related evaluative studies.

Accountability in Higher Education

Educators today are being called upon as never before to demonstrate accountability. Current emphasis places the primary responsibility for learning not upon the student but upon the instructor. For the immediate future, at least, "instructional accountability" is the new demand (Chronister:1971:171).

Accountability as a concept, according to the Post-Secondary Commission's "Technical Report on Accountability," "rests on the evaluation of performance as it relates to previously agreed upon objectives." The basic idea underlying the concept of accountability, the report continued, "is a comparison--preferable in quantitative terms--of outcomes and cost" (1974:1).

The concept of accountability, Dr. Davies stated, (1970:127) "calls for a revamping of much of our thinking about the roles of educational personnel and educational institutions at all levels." Accountability, he added:

. . . links student performance with teacher performance; it implies precise educational goals; it forecasts the measurement of achievement. It means in effect, that we are moving in a direction we have been contemplating for a long time--shifting primary learning responsibility from the student to the school. It also means that a lot of people are going to be shaken up.

In its "Draft Report" the Post-Secondary Commission(1974:71) warned that the narrow concept of accountability which calls for fiscal and cost accounting will no longer be sufficient. Instead the

Post-Secondary Commission endorsed the broad concept of accountability that encompasses all aspects of post-secondary institutions: "costs, educational effectiveness and the mutual interacting responsibilities of all participants in the system, i.e., students, faculty, administrators, board members, the public and its elected leaders."

In a similar manner the report continued:

Beyond the issue of costs is the issue of value received. The current trend in accountability is to focus upon outcomes and results and to attempt to relate them to relevant inputs --dollars, personnel, instructional techniques, etc. In other words, in addition to knowing how much it costs, there is a need to know what has been achieved in terms of educational effectiveness.

. . .At the present time we can measure student gains in credit hours or degrees, but these tend to be indicators of persistence rather than of actual learning. A related problem is that credits and degrees do not reveal the effectiveness of post-secondary education in its non-instructional functions such as research and public service. Therefore, better indicators of the effectiveness of our post-secondary institutions must be developed (1974:72).

In agreement with the Post-Secondary Commission's demand for more realistic indicators of effectiveness of post-secondary institutions is Dr. Donald Davies, Associate Commissioner for Educational Personnel Development, U.S. Office of Education, warned that (1970: 132):

. . .federal programs for meeting educational manpower needs under the Education Professions Development Act will be funded only if they can be evaluated on the basis of performance. The essential element in evaluation will no longer be the means by which educational personnel are trained but the effectiveness of the learning that takes place as a result of that training.

In its "Technical Report on Accountability," the Montana Commission on Post-Secondary Education reported that it felt that objectives in higher education have been "unclear and management flabby" (1974:1). The Post-Secondary Commission is not alone in its criticism of higher education. The writer has investigated other critical studies aimed at higher education in order to gain insight into the problems of post-secondary education that would serve to make his proposed survey more complete. A review of the results of that investigation is presented in the next segment of this review.

Criticisms of Higher Education

Robert Glaser (1968:155-158) in a plea for higher educational environments that recognize individual differences and are adaptable to individual needs has listed ten "untenable assumptions" that he indicated were the basis of most college teaching. According to Glaser these ten, which he asserted a majority of instructors assume to be true, are:

1. That the specific knowledge acquired by the student is related to the long range educational goals that exist in the mind of the instructor.
2. That the aptitudes, achievements, and backgrounds of the students in a classroom are approximately equal.
3. That aptitude is more important than previous achievement for the attainment of knowledge.

4. That all people learn in the same way and take approximately the same amount of time to learn the same thing.

5. That listening to lectures and reading books are powerful means for changing student behavior.

6. That students retain knowledge without requiring much review and relearning.

7. That course grades tell us what a student knows and can do.

8. That a college professor is by virtue of title, a good professor of knowledge.

9. That teaching is an art that requires no tools and no underlying technology.

10. That the structure imposed upon knowledge by a discipline is the best structure for transmitting that knowledge to students.

Another negative appraisal of higher education was provided by Jay L. Chronister (1971:172-173) who attacked the traditional concept that learning is primarily the responsibility of the student. Chronister stated that the instructor and not the student must be given the primary task of facilitating learning.

According to Chronister, "much of today's teaching is geared to keeping the eventual goal of instruction a mystery to the student and the evaluation of student achievement a matter of 'trick or treat' testing." Instruction he continued usually does not take into account individual differences. It lacks direction and specifically defined objectives. It mainly employs professors who are more prepared for research than they are for teaching.

As an alternative to present university instruction, Chronister offered a systems approach to instruction that would require instructors to:

1. Specify instructional objectives in behavioral or measurable terms.
2. Preassess learner capabilities.
3. Identify and define alternative methods to advance learners from their input level of capability to the desired terminal performance level.
4. Define relevant measures for postassessment.

Chronister went on to say that if schools were ever to approach instructional accountability, programs, such as the one outlined above, that consider individual differences in aptitude, ability, and motivation of students, would have to be implemented.

Nancy K. Armstrong has written a negative appraisal of graduate studies from a student's point of view. The thrust of Armstrong's attack was aimed at research. Graduate students of today she wrote are (1972:134):

. . .plagued with the 'Big R,' Research. These students read research, critique research, carry out research studies and write up research. They discuss research, compare research, contrast research, and evaluate research. They research research. Apparently those who have already survived the 'trial by research' and have achieved their doctorates, feel that since they had to go through it, so must succeeding generations. Or maybe this method has become so tradition bound that they dare not raise their voices against it. Perhaps they feel this research tradition is the easiest to perpetuate since it requires so little effort on their parts to assign readings and listen to discussions. Whatever the reason or excuse, it

seems that the graduate program, in general, could use a fresh new approach.

Having looked at the concept of accountability and negative criticisms as they apply to higher and graduate education, the investigator turns his attention to suggested evaluative criteria used to assess the adequacy of current programs in the next segment of this review.

Evaluative Criteria

As indicated in the previous section of this review, post-secondary education has been, and still is, subject to wide spread criticism. In an effort to circumvent some of this negativism and to raise the level of instruction in teacher education programs, the National Council for the Accreditation of Teachers was formed.

Since its inception, the National Council for the Accreditation of Teachers (NCATE) has greatly influenced teacher education programs to the extent that a majority of these programs have been or are being influenced to raise their standards to meet those of NCATE (Mattson:1972:14). In their "Standards for Accreditation of Teacher Education" NCATE listed the following standards for advanced preparation of teachers and the preparation of other professional school personnel (1971:14-22):

1. Curricula for advanced programs are based on objectives reflecting the institution's conception of the professional roles for which the preparation programs are designed.

2. The curriculum of each advanced program includes (a) content for the specialty, (b) humanistic and behavioral studies, (c) theory relevant to the specialty with direct and simulated experiences in professional practice, all appropriate to the professional roles for which candidates are being prepared and all differentiated by degree or certificate level.

3. Each advanced curriculum includes the study of research methods and findings; each doctoral curriculum includes the designing and conducting of research.

4. In planning and developing curricula for its advanced programs, the institution gives due consideration to guidelines developed by national learned societies and professional associations for the preparation of teachers and other professional school personnel.

5. At least one-half of the requirements of curricula leading to a master's degree and to a sixth-year certificate or degree are met by courses, seminars, and other learning experiences offered only to graduate students; at least two-thirds of the requirements of curricula leading to the doctorate are met by courses, seminars, and other learning experiences offered only to graduate students.

6. Some period of full-time continuous residence study, or provision for comparable experiences, is required for candidates pursuing advanced degrees other than the doctorate; at least one academic year of full-time continuous residence study is required for candidates pursuing the doctorate.

7. The primary responsibility for initiation, development, and implementation of advanced programs lies with the education faculty.

8. Faculty members teaching at the master's level in advanced programs hold the doctorate with advanced study in each field of specialization in which they are teaching or have demonstrated competence in such fields; those teaching at the sixth-year and doctoral levels hold the doctorate with study in each field of specialization in which they are teaching and conducting research. Faculty members who conduct the advanced programs at all degree levels are en-

gaged in scholarly activities that support their fields of specialization and have experience which relates directly to their respective fields.

9. The faculty for each advanced program leading to the doctorate includes at least one full-time person who holds the doctorate with specialization in the field in which the degree is offered, and at least three persons who hold the doctorate in fields which directly support each degree program.

10. The institution provides conditions essential to the effective performance by the faculty in the advanced programs.

11. Part-time faculty meet the requirements for appointment to the full-time faculty and are employed only when they can make special contributions to advanced programs.

12. The institution applies specific criteria for admission to each advanced program at each level; these criteria require the use of both objective and subjective data.

13. The institution applies specific criteria for the retention of candidates in advanced programs who possess academic competencies and personal characteristics appropriate to the requirements of the professional roles for which they are being prepared.

14. The program of study for each student in the advanced programs is jointly planned by the student and a member of the faculty; the program of study for each doctoral candidate is approved by a faculty committee; the sponsorship of each thesis, dissertation, or field study is the responsibility of a member of the faculty with specialization in the area of the thesis, dissertation, or field study.

15. The institution has representative student participation in the evaluation and development of its advanced programs.

16. The library provides resources that are adequate to support instruction, independent study, and research required

for each advanced program.

17. The institution provides physical facilities and other resources essential to the instructional and research activities of each advanced program.

18. The institution conducts a well-defined plan for evaluating the teachers and other professional school personnel it prepares at the graduate level.

19. The institution uses the evaluation results in the study, development, and improvement of its advanced programs.

20. The institution has plans for the long-range development of its advanced programs; these plans are part of a design for total institutional development.

A second set of suggested criteria for evaluation was investigated by the researcher. As the above listed standards were general in their application, the researcher felt obligated to search out criteria that would apply specifically to the field of school administration preparation. As a result, Beckner's study (1974) was chosen.

Beckner (1974:130-131) in an attempt to solve the problems faced by universities in offering the experiences needed to adequately prepare school administrators for increasingly complex and demanding positions in American schools, conducted a study in which he developed evaluative criteria for assessing the adequacy of current programs in the area of school administration preparation. Beckner divided his criteria into two categories: (1) most important and (2) somewhat less critical, but important.

Those criteria considered most important were:

1. To provide an interdisciplinary approach to study, university status of the training institution was considered essential.
2. Both sixth year and doctoral programs should be offered in the superintendent preparation program.
3. A minimum of twenty full-time students should be enrolled in the superintendent preparation program each academic year.
4. Financial aid should be available to superintendent trainees, ranging from \$2400 to \$8000 per year.
5. The formal program should include study in:
 - (a) The foundations of education (history, philosophy, sociology, psychology).
 - (b) School organization and management.
 - (c) School plant construction, operation, and management.
 - (d) School law.
 - (e) Curriculum and instructional improvement (supervision).
 - (f) Communication and public relations.
 - (g) Personnel administration (professional and pupil).
 - (h) Human growth and development.
 - (i) Research and statistics.

Those criteria considered somewhat less critical, but important, were:

1. A written statement of philosophy and objectives of the program.

2. Extensive research facilities and activities as evidenced by adequate funds, cooperative arrangements with nearby school systems, availability of computer and data processing services, and faculty support and interest.

3. Extensive and rigorous recruitment and selection of candidates.

4. From 15 to 25 semester hours of study in cognate fields, especially the social sciences, humanities, and behavioral sciences.

5. Field experience, preferable school administration experience or an internship.

6. Research experience related to practical use, such as field studies.

7. At least two consecutive semesters of residence study during an academic year.

8. At least 4 faculty members qualified in the area of school administration.

In order to implement the above listed criteria, Beckner suggested a program of interinstitutional cooperation. This cooperation he stated can be bilateral, between two institutions, or multilateral, involving several institutions.

Cooperative efforts suggested by Beckner were: joint courses and programs that would enable students to complete the first portion of his studies at a smaller school and finish at an institution where the best advanced training is possible; student exchange and tuition reciprocity; and advisory councils, composed of members from the participating institutions to help plan and coordinate programs.

In the first three segments of this review, the author has

established a background for the survey he will conduct of recent graduates (1969-1974) of the Secondary School Administration Program at Montana State University. In the final segment the investigator will look at similar surveys that have been conducted in the past.

Related Evaluative Surveys

Evaluations of programs using feedback from former graduates have been conducted at Montana State University in the past. Summaries of two of these surveys are reported on the following pages.

In 1971, James McKinnon Pannier conducted an evaluative study of the Masters of Education Program in School Administration at Montana State University during the period between June, 1955 to August, 1969 in an effort to "determine their opinions concerning the strengths and weaknesses of the program they received" (1971:5).

Pannier's (1971:7) study concentrated on three major areas: Career Development Pattern (what were the graduate's personal characteristics and educational experiences while enrolled in the Master's program and his occupational pursuits upon completion of his program?); Program Evaluation (what was the value of specific courses in Educational Administration in preparing the graduate for his present position?); and Suggestions for Improvement (what suggestions do graduates have for improving courses in educational administration at Montana State University?).

Pannier (1971:6-145) conducted a normative survey utilizing a closed-form questionnaire supplemented by several open-form questions for the study. A copy of the questionnaire was sent to 149 graduates who had been awarded Masters of Education Degrees in Educational Administration from Montana State University (MSU) between June, 1955 and August, 1969. Pannier experienced a return of 112 or 75 percent.

Based upon an analysis and interpretation of his findings, Pannier (1971:125) indicated that the following conclusions appeared to be warranted:

1. The Masters Degree Program in School Administration at Montana State University is well accepted by the graduates.
2. Over three-quarters of the graduates are either in administrative positions, or graduate school in administration.
3. The number of graduates completing their course work all in summer sessions seems to be increasing slightly, while the number taking their course work in an academic year and a summer session is decreasing somewhat.
4. Over one-third of the respondents had administrative experience prior to the completion of their masters degrees.
5. An internship experience was considered to be a valuable experience in the preparation of an administrator.
6. There were no apparent differences in the way the early and recent graduates ranked the value of courses which were not a part of their programs. This was also true concerning the potential value of courses which were not a part of their programs; most important courses; and least valuable courses.
7. There seems to be a more positive attitude among the recent graduates concerning the value of the written com-

prehensive examination and the preparation of the professional paper.

8. Generally speaking, the respondents believe the entrance requirements were about right.

Pannier (1971:126-127) made the following recommendations for strengthening the preparation program in educational administration at Montana State University:

1. Consideration should be given to establishing minimum scores on the verbal and quantitative segments of the Graduate Record Examination.
2. The College of Education should attempt to provide greater financial assistance for students in the masters program.
3. Consideration should be given as to how the course in the History of Education can be made more meaningful.
4. Students should be encouraged to take the following courses based upon the potential value expressed by the graduates in the field: State and Federal Relations, Slow and Gifted Learner, School Plant Planning, and Professional and Public Relations. At the same time, instructors should be encouraged to structure these, as well as all courses, to the reality of school administration.
5. The possibility of developing an administrative internship program at Montana State University should be explored.
6. Consideration should be given to incorporating greater information on management and budget systems in education.
7. Minors in Sociology, Psychology and Commerce should be encouraged for the potential administrator.

Harold Glen Mader (1972) conducted a similar study for the purpose of evaluating the Elementary Principalship Program at

Montana State University.

Mader (1972:24) limited his investigation to all practicing elementary principals who received their Masters Degrees at Montana State University during the period 1962-1971.

In conducting the study Mader (1972:26) used a closed-form questionnaire supplemented by three open-form questions as a basic instrument. The questionnaire was sent to 35 graduates. From these 35, Mader realized a return of 33 representing a 94 percent response.

After analyzing the data from his questionnaire, Mader (1972:55-57) reached the following conclusions:

1. The objectives established by the Department of Elementary Education at Montana State University for Elementary Administration Program were well accepted by the participants of the study.
2. While it is apparent that most of the objectives are being achieved, there is some doubt as to whether all of them are being achieved.
3. The instruction, staff, and curriculum at Montana State University was well accepted by the graduates.
4. The respondents were generally satisfied with the administrative preparation they had received at Montana State University.
5. Some of the administrative courses offered at Montana State University need to be made more meaningful.
6. The methods courses taught by the Elementary Education Department at Montana State University generally appear to be worthwhile.
7. It was not generally supported that a specific minor area should be required for potential elementary principals.

8. If potential elementary principals ask that a specific minor be recommended, Counseling or Reading would be good suggestions.

9. Elementary School Administration, Teaching of Reading, and School Law had been especially valuable courses to the respondents of the study.

10. The Counseling, School Curriculum, Supervision of Instruction and Creative Processes courses taught at Montana State University did not meet the needs of many of the respondents.

11. The respondents suggested that more workshops and seminars should be offered.

12. Eighteen percent of the respondents felt that the Professional Paper should be deleted from the program.

13. Thirty percent of the respondents believed that an Internship should be incorporated into the Elementary Administration Curriculum at Montana State University.

On the basis of the study, Mader (1972:57-58) made the following recommendations:

1. More meaningful study in Elementary School Curriculum should be incorporated into the Elementary Principalship Program at Montana State University.

2. The Elementary Education Department should consider teaching a course regarding coordination of the related services of school districts.

3. The Elementary Education Department should spend more time teaching prospective elementary principals how to implement new programs.

4. The Elementary Education Department should continue to allow prospective elementary principals to choose their graduate minor area. If the student asks for advice, the areas of Counseling or Reading should be recommended.

5. The Counseling course required for elementary school

principals should deal more with elementary school age children.

6. More workshops and seminars should be incorporated into the Elementary School Administration Curriculum.

7. The Elementary Education Department should consider a course of study, wherein the Professional Paper would not be required.

8. The Elementary Education Department should consider incorporating an internship program into the Elementary School Administration Curriculum.

Summary

Negative criticism has been and continues to be directed toward preparatory programs offered in our institutions of higher learning. Critics state that research and reading are being over-emphasized and that pragmatic applications of theory and needed practical experiences are being neglected. Criticized, too, are vague course objectives that fail to meet the needs of the individual student.

Accountability in the "broad sense" of the word, necessitating both cost and instructional accounting, is the new demand higher education must meet. In order to bring this about, educators will be faced with an ever-increasing need to evaluate their programs to satisfy the standards set by accrediting agencies such as NCATE and to meet the requirements of investigating committees such as the Montana Commission on Post-Secondary Education.

It is imperative, therefore, that each university department constantly receive feedback from graduates of its programs not only to satisfy the demands of an aroused public but also to improve programs to meet the growing needs of its students.

Chapter 3

PROCEDURES

This study was conducted to gather information which would assist the Department of Educational Services in evaluating the Masters Degree Program in Secondary School Administration offered at Montana State University. The design of the study was based on a review of related literature, previously utilized research instruments, NCATE standards, Post-Secondary Commission suggestions and the informational needs of the Department of Educational Services.

The purpose of this chapter is to explain the procedures which were employed to collect, organize, and analyze pertinent data. The first segment of the chapter is devoted to the population and sampling procedures that were utilized. Later segments will deal specifically with the methods of collecting and organizing data, restatement of questions, and analysis of data pertinent to the study.

Population and Sampling

The population of this study consisted of all fifty-one graduates who received Masters of Education Degrees in Secondary School Administration at Montana State University during the period 1969 to 1974; thus, representativeness was assured.

Names of appropriate graduates were obtained from the College of Graduate Studies, and necessary addresses were obtained from

Montana State University's Alumni Office, Placement Bureau, and the Department of Educational Services.

Method of Collecting Data

The basic instrument used to collect data for this study was a questionnaire. Since the population of the study are scattered over a wide geographical area, it would have been impractical to conduct personal interviews. The utilization of a questionnaire as a data gathering device, therefore, was the most feasible method available.

The value of the questionnaire as an information-gathering tool has been expressed by Topp and McGrath (1950:59):

. . . If the questionnaire method were eliminated, progress in many areas of educational research would be severely handicapped and a mass of information would be overlooked.

In a similar manner, the Post-Secondary Commission in its "Report on Accountability" has written: "Questionnaires provide workable methods of evaluation" (1974:Appendix C:11).

The questionnaire is not without its critics, however. Barr, Davies, and Johnson have reported the following weaknesses associated with this method (1953:66):

1. Improper formulation of questions.
2. Improper sampling.
3. Inadequate returns.
4. Failure to select respondents who are capable and willing to cooperate.

On the positive side again, however, George J. Mouly, in a

discussion of the advantages of the questionnaire, has pointed out (1963:239-240):

. . . it permits wide coverage for a minimum expense both in money and effort. It affords not only wider geographic coverage than any other technique, but it also reaches persons who are difficult to contact. This greater coverage makes for greater validity in the results through promoting the selection of a larger and more representative sample.

The questionnaire, Mouly continued, elicits more candid and more objective replies; permits far more considered answers; allows for greater uniformity in the manner in which the questions are posed; is more adequate in situations in which the respondent has to check his information, and ensures greater comparability in the answers.

In further substantiation of surveys of this kind, David R. Cook has stated (1969:42):

. . . the kinds of questions that lead to surveys are often of great importance to educational decisions or to further research of a different type.

The questionnaire utilized to collect data for the proposed study was primarily the closed-form type. However, it was supplemented with pertinent open-ended questions. (See Appendix B.)

The questionnaire was divided into three parts. Part one asked for pertinent occupational and personal data. The questions used in this section required short responses from the respondents. Such information as positions held prior to and since completion of the masters degree; post graduate academic work; motivation for seeking a masters degree; perception of reputation of the program;

and perception of fellow student morale while enrolled in the program were asked. Special care was taken in the preparation of this section to ensure that information which could be readily obtained elsewhere was not asked for. In recognition of the importance of this problem, Leslie has issued the following caution (1969:349):

An important principle to remember in constructing the instrument is that one should not ask biographical questions if answers may be found with ease elsewhere.

Part two of the evaluative instrument was devoted to the objectives established by the Department of Educational Services for the Masters Degree in Secondary School Administration. Respondents were asked to rate each objective as to whether it was an appropriate or inappropriate objective. In addition, respondents were requested to determine the degree to which each objective had been met. The objectives offered on the instrument sent to the graduates were derived from a far more substantial and comprehensive list prepared by the Department; however, they were abbreviated to facilitate completion on the part of the respondents.

The final part of the questionnaire listed the most commonly taken courses by those pursuing a Masters of Education Degree in Secondary School Administration. Respondents were asked to indicate the value they attached to each area being rated. In addition to the above, respondents were asked such open-ended questions as the following:

1. Are there any areas that should be added to the program?
2. Are there any areas that should be deleted from the program?
3. List the elective courses you found most valuable.
4. List the elective courses you found least valuable.
5. Were you given an opportunity to plan your own program?
6. Were you given an opportunity to select your own advisor and committee?

Questions 5 and 6 above requested a "Yes" or "No" response. If a negative answer was indicated, respondents were requested to explain why.

To determine face validity, the proposed instrument was presented to a panel of experts consisting of the investigator's graduate committee: Dr. John Kohl, Dr. Robert Thibeault, and Dr. Eric Strohmeyer.

Once validity was established, the instrument was printed on good quality bond paper. Upon receipt of the instrument from the printer, it was mailed on May 22, 1975, to all fifty-one members of the study. Accompanying the questionnaire was a letter of transmittal typed on Department stationary and co-signed by the investigator and Dr. John Kohl, Assistant Dean of the College of Education. (See Appendix A.) The letter stressed the importance of the study and urged cooperation. A self-addressed, stamped envelope was sent with

each questionnaire and letter to facilitate return. This initial mailing realized twenty-six responses or a 50.98 percent return.

On June 4, 1975, personal telephone calls were made to the eleven non-respondents for whom telephone numbers could be obtained. From this effort four more returns were realized, bringing the total to thirty or 58.82 percent.

Fourteen non-respondents, who could not be reached by phone were sent a personally typed follow-up letter. (See Appendix C.) This mailing occurred on June 6, 1975. Accompanying this letter was another instrument and another self-addressed, stamped envelope. This effort resulted in ten more replies. Thus, bringing the total to forty or 78.43 percent.

A third follow-up letter was mailed to the seven non-respondents who failed to return their questionnaires after being personally called. (See Appendix D.) A copy of the questionnaire and a stamped, self-addressed envelope again accompanied each letter. Two more responses were realized. This brought the total return to forty-two or 82.35 percent.

In defense of persistent follow-up procedures, such as the one outlined above, Leslie has written (1970:350):

Always keep in mind the psychology of the respondent. Remember that he would usually like to assist in your study but finding the time to complete a long questionnaire may be a serious drawback. He knows that it is the professional thing to do; and, persistent, planned follow-ups will make

it clear to him that you expect his professional cooperation. Contrary to what one might expect, he will not usually feel harassed by repeated follow-ups, but instead, will feel rather defensive about not having completed your questionnaire.

In a similar manner, Rodman Snelling in reporting on studies conducted by Donald, Eckland, Levine, Nixon, and Slocum reported (1969:126):

All have emphasized the importance of follow-up efforts and the need for telephone contacts to non-respondents if a high percentage of returns was sought.

Method of Organizing Data

Once the data had been received, it was compiled and analyzed. Results are reported in tabular and written form in the final chapters of this study. In verification of the efficacy of this method of reporting, Englehart has stated (1972:194):

Tables are a very effective means of summarizing data. They enable a reader to comprehend and interpret data which otherwise might be scattered about in research reports.

Restatement of Questions

1. To what degree do graduates of the program perceive that the objectives established for the Secondary School Administration Program have been met?
2. To what degree have the physical facilities provided at Montana State University met the needs of its administration graduates?

3. What areas of the program are viewed by its graduates as being strong?

4. What areas of the program are viewed by its graduates as being in need of revision?

5. How do graduates perceive the reputation of the program throughout the state? . . . throughout the country?

6. What percent of the graduates actually entered the roles for which they were prepared?

7. How do graduates perceive the morale of fellow students with whom they were enrolled in the program?

Analysis of Data

The results of the survey were tabulated and are presented in Chapter 4 of this study. Findings are presented in tabular and written form and are expressed most frequently in sums and percentages. To insure accuracy of the findings, machine calculations were employed.

In defense of descriptive research, Barr, Davies, and Johnson have indicated (1953:311):

Many persons regard this type of fact finding as less worthy than that of drawing inferences from samples about populations. Both descriptive and inferential research are important. Whether human insight and ingenuity are more in evidence in discovering and validating important facts and relationships about immediate phenomena than the study of inclusive populations through the use of appropriate

mathematical models and sampling techniques is probably not an issue of great importance. Both types of data and approach to research and appraisal are necessary.

Summary

This study made use of a mailed questionnaire to gain data that would enable the Department of Educational Services to evaluate the Masters Degree Program in Secondary School Administration.

The evaluative instrument asked respondents for pertinent personal and occupational data and requested that they rate objectives and individual areas of the program as to their efficacy.

The questionnaire, as briefly outlined above, was sent to all graduates who received Masters Degrees in Secondary School Administration during the period 1969 to 1974.

Information gathered, as a result of this evaluative survey, was subjected to descriptive analysis and is reported in written and tabular form in the final chapters of this study.

Chapter 4

PRESENTATION AND INTERPRETATION OF DATA

Evaluative questionnaires were sent to fifty-one graduates who received their Masters of Education Degrees with concentration in Secondary School Administration during the period 1969 to 1974.

Fifty-three or 83.31 percent of the graduates returned a completed questionnaire. Of this number twenty-six (60.46 percent) of the graduates returned their questionnaire without urging. Follow-up phone calls resulted in four (9.30 percent) more responses. A second mailing resulted in 11 (25.58 percent) more replies. A third mailing to graduates previously called by telephone realized two more (4.65 percent) responses.

Table 1 shows a breakdown of graduates as to the year they completed their program and gives number and percentage of responses to the questionnaire received.

Table 1. Respondents' Response to Instrument by Number and Percentage

Year	Number of Graduates	Number of Responses	Percent
1969	9	8	88.89
1970	16	14	87.50
1971	10	9	90.00
1972	12	9	75.00
1973	1	1	100.00
1974	3	2	66.67
Totals	51	43	84.31

Personal Data

Respondents' Present Positions. An analysis of data pertaining to the present occupation of respondents reveals that thirty or 69.77 percent are currently employed in administrative positions. Six respondents or 13.95 percent of the total population indicated that they were secondary teachers; two more or 4.65 percent stated they were college instructors and one (2.32 percent) indicated that he was employed as an assistant football coach. Four respondents (9.30 percent) have left the education profession entirely.

Table 2 on the following page gives a breakdown of the respondents' present occupational positions. Percentages given indicate

Table 2. Respondents' Present Positions

Present Position	N	Percent
Superintendent	12	27.91
Secondary Principal	5	11.63
Elementary Principal	2	4.65
Assistant Principal	2	4.65
Director of Athletics	1	2.32
Director ESEA Title 1	1	2.32
Prof. Development Director of Educational Association	1	2.32
Dean of Boys	1	2.32
Business Manager of School District	1	2.32
Director of Health Education	1	2.32
Director of Adult Education	1	2.32
Career Education Coordinator	1	2.32
Math Specialist	1	2.32
Sub-Total (Administrators)	30	69.77
Teacher (Secondary)	6	13.95
College Instructor	2	4.65
Assistant Football Coach	1	2.32
No Response	4	9.30
Total	43	100.00

percent of the total population of the study.

Positions Held by Respondents
before Completion of the
Masters Degree

An appraisal of data concerning positions held before completion of the Masters Degree Program indicated that all forty-three (100 percent) of the respondents were employed in an educational capacity just prior to entering the Masters Program. Thirty-two (74 percent) were teachers and eleven (26 percent) served in an administrative position.

As to the second position held before entrance in the Masters Program, twenty-seven respondents indicated that they were employed in the educational field. Eighteen (41.86 percent) were teachers, eight (18.60 percent) were administrators, and one (2.32 percent) was a student. Four others (9.3 percent) were employed in non-educational areas. Twelve respondents (27.91 percent) failed to answer this question.

An analysis of data concerning the third position held before completion of the degree requirements indicated that fifteen (34.88 percent) were teachers, one (2.32 percent) was a State Aid Administrator to the Superintendent of Public Instruction. Four (9.3 percent) indicated that they were not employed in educational areas. Twenty-two (51.16 percent) did not respond to this question.

Table 3 gives a more detailed account of the information offered above. Again, percentages indicate percent of the total population. (See Table 3, page 43.)

Positions Held by Respondents Since
Completion of Masters Program

Forty (93.02 percent) of the respondents indicated that the first position that they held since completion of the Masters Program was in an educationally related field. Twenty-seven (62.79 percent) held administrative positions and thirteen (30.23 percent) were actively engaged in teaching or specialty work. Three (6.98 percent) indicated that they were not employed in the area of education.

An analysis of the second position held since completion of degree requirements showed that sixteen (37.21 percent) were employed as administrators, six (13.93 percent) as teachers and one (2.32 percent) as a Math Specialist. Twenty members (46.51 percent) of the population did not respond to this section.

Only six (13.95 percent) of the respondents answered the survey question dealing with the third position held since completion of the Masters Degree. All responding to this question were employed in educational occupations.

Table 4 offers a more detailed account of the information offered above. All educational positions are broken down into their respective area. Percentages given, again, indicate the percent

Table 3. Positions held by Respondents before completion of Masters Degree

A. First Position	N	Percent
Teacher	32	74.42
High School Principal	5	11.63
Superintendent	2	4.65
Director of Financial Support	1	2.32
Dean of Students	1	2.32
Assistant Principal	1	2.32
Elementary Principal	1	2.32
Total	43	100.00
B. Second Position	N	Percent
Teacher	18	41.86
Principal	4	9.30
Dean of Boys	1	2.32
Assistant Superintendent	1	2.32
State Prison Director of Education	1	2.32
University Administrator	1	2.32
Student	1	2.32
Non Educational Field	4	9.30
No Response	12	27.91
Total	43	100.00
C. Third Position	N	Percent
Teacher	15	34.88
Principal	1	2.32
State Aid Administrator	1	2.32
Non-educational Fields	4	9.30
No Response	22	51.16
Total	43	100.00

of the total population. (See Table 4, page 45.)

Offices held by Respondents in Professional Organizations

Twenty-three members, representing 53.49 percent of the total population, reported holding offices in professional organizations within the last three years. Twenty members or 46.51 percent did not respond to this question, thus, presumingly indicating that they held no offices within the period prescribed.

Of the total population, twelve members (28.57 percent) reported holding one office; six (14.29 percent) reported holding two offices; four (9.52 percent) held three offices, and one (2.38 percent) respondent held four offices.

The professional organizations in which the members held leadership positions were:

1. Phi Delta Kappa
2. AA Conference
3. Montana Athletic Association
4. Eastern Montana Administrators Association
5. District 2-C Athletic Association
6. Washington Activities Coordinators Association
7. North Dakota Education Association
8. Mandan Education Association
9. District #32 Athletic Conference

Table 4. Positions held by Respondents since Completion of Masters Program

A. First Position	N	Percent
Teacher	11	25.58
Superintendent	10	23.26
High School Principal	6	13.95
Elementary Principal	2	4.65
Assistant Principal	2	4.65
Assistant Superintendent	1	2.32
Dean of Boys	1	2.32
Director of Financial Support	1	2.32
Director of Health	1	2.32
Director of Adult Education	1	2.32
Career Education Coordinator	1	2.32
Educational Specialist	1	2.32
Coach	1	2.32
Director ESEA Title 1	1	2.32
Non-educational Field	3	6.98
Total	43	100.00
B. Second Position	N	Percent
Teacher	6	13.95
Superintendent	6	13.95
Assistant Principal	3	6.98
High School Principal	3	6.98
Assistant Superintendent	1	2.32
Elementary Principal	1	2.32
Associate Dean of Men	1	2.32
Director of Athletics	1	2.32
Math Specialist	1	2.32
No Response	20	46.51
Total	43	100.00
C. Third Position	N	Percent
Teacher	3	6.98
Principal	2	4.65
Federal Programs Director	1	2.32
No Response	37	86.05
Total	43	100.00

10. MASA
11. Seventh-Day Adventist Education Organization
12. Alberta Teachers Association
13. Montana Association of School Business Officials
14. District 12-C Athletic Association
15. N. E. Administrators
16. Montana Education Association
17. Montana Business Education Association
18. Scranton Teachers Association
19. Association of California School Administrators
20. Puget Sound Council of Teachers of Mathematics
21. Seattle Teachers Association
22. District 5-C Athletic Association
23. Montana Pupil Transportation Conference
24. Southern Division C Athletic Association
25. Libby Education Association
26. Montana PACE
27. Helena Education Association

Size of Schools

An analysis of question six indicated that the size of the schools in which respondents were employed had a mean population of 188.53 teachers (N=36); 3,670.11 students (N=36); and 75.94 classified personnel (N=25). Seven respondents (16.27 percent) did not respond

to any part of this question.

As the means offered above were obviously affected by extremes, the population was broken into four representative categories, "Principals and Teachers" (see Table 5); "Superintendents" (see Table 6); "District Directors" (see Table 7), and "College Instructors" (see Table 8). An appraisal of data, thus divided, indicated the following mean populations:

1. Principals and Teachers (N=16)
 - a. Teachers: 38.06
 - b. Students: 715.75
 - c. Classified Personnel: 14.55
2. Superintendents (N=13)
 - a. Teachers: 21.23
 - b. Students: 598.92
 - c. Classified Personnel: 5.85
3. District Directors (N=5)
 - a. Teachers: 1,035.4
 - b. Students: 19,977.2
 - c. Classified Personnel: 420
4. College Instructors (N=2)
 - a. Teachers: 362.5
 - b. Students: 6500
 - c. Classified Personnel: No response

Table 5. Size of Schools (Principals and Teachers)

Teachers	Students	Classified Personnel
75	1750	30
74	1550	20
70	1320	--
50	800	42
50	800	20
48	916	5
44	815	--
33	650	--
29	540	8
28	400	12
27	550	--
22	280	12
21	400	--
17	335	3
12	216	3
9	130	5
Total 609	11,452	160
N= 16	16	11
Mean=38.06	715.75	14.55

Table 6. Size of Schools (Superintendents)

Teachers	Students	Classified Personnel
70	5000	--
35	580	16
32	608	9
19	280	8
16	189	2
16	150	4
15	200	3.5
15	128	4
12	145	5
13	126	--
11	140	2
11	135	--
11	105	5
Total 276	7,786	58.5
N= 13	13	10
Mean=21.23	598.92	5.85

Table 7. Size of Schools (District Directors)

	Teachers	Students	Classified Personnel
	3,500	69,000	1,200
	444	7,500	250
	424	7,968	189
	424	7,968	41
	385	7,450	--
Total	5,177	99,886	1,680
N=	5	5	4
Mean =	1,035.4	19,977.2	420

(College Instructors)

	Teachers	Students	Classified Personnel
	450	7,500	--
	275	5,500	--
Total	725	13,000	--
N=	2	2	--
Mean=	362.5	6,500	--

Advanced Degrees

Five respondents, representing 16.63 percent of the total population, indicated that they were presently working on an advanced degree. Thirty-seven (86.05 percent) of the graduates stated that they were not working on an advanced degree. One respondent (2.32 percent) indicated that he had completed his Ed. D. Degree at Montana State University.

Of those five respondents currently working on an advanced degree, two stated that they were enrolled at the University of Montana, one was enrolled at Montana State University, and one was enrolled at Washington State University. One respondent failed to report the location of the university at which he is currently enrolled.

Respondents' Reasons for Selecting MSU

The most frequently given reason for attending Montana State University was location. Other reasons given in rank order following location are: did undergraduate work at MSU; reputation; personnel; program; to study under Dr. Fellbaum; cooperative program with the College of Great Falls; to gain requirements necessary for certification; given an assistantship; and to gain a fresh approach.

Table 8 gives a complete analysis of the information offered above. Reasons for attending are listed in rank order, and frequency of response as well as percentages are reported. As respondents of-

ten gave more than one answer, an N of 64, representing the total number of reasons given, was used to figure percentages.

Table 8. Respondents' Reasons for Selecting MSU

Reason Given	Frequency of Response	Percent
Location	19	30
Undergraduate work at MSU	12	19
Reputation	12	19
Personnel	6	9
Program	4	6
To study under Dr. Fellbaum	4	6
Cooperative program with College of Great Falls	3	5
Gain requirements for Certification	2	3
Assistantship	1	1.5
For a fresh Approach	1	1.5
Total	64	100.00

Respondents' Reasons for Selecting Secondary
School Administration for a Major

Forty-one of the forty-three respondents listed eleven different reasons for selecting Secondary School Administration as a major in their Masters program. The five reasons given most frequently

were: interest in the field; desire to improve education; desire to be an administrator; meet job requirements; and desire for a better salary. These five reasons, as well as the remaining six, are summarized in rank order in Table 9. Accompanying each reason is a frequency of response and a percentage figure for each reason. As more than one reason was given by respondents in some cases, percentages are based on an N of 46.

Table 9. Respondents' Reasons for Selecting Secondary School Administration as a Major

Reason	Frequency of Response	Percent
Interest in Field	11	24
Desire to improve Education	9	20
Desire to become an Administrator	7	15
Meet job Requirements	4	9
Better Salary	4	9
Working as an Administrator	3	7
Level taught at	2	4
Improve Future	2	4
Received B.A. in Secondary Education	2	4
To become Athletic Director	1	2
To get out of Classroom	1	2
Total	46	100.00

Respondents' Perceptions of Various Aspects
of the Total Program

Question ten of the survey instrument directed respondents to indicate their perception of various aspects of their total program. Using a one to five scale (1 - very low, 2 - low, 3 - average, 4 - high, and 5 - very high), respondents were asked to give their perception of the following:

A. The reputation throughout the State of the Secondary School Principalship Program offered at MSU.

B. The reputation throughout the Country of the Secondary School Principalship Program offered at MSU.

C. The morale of fellow graduate students with whom they were enrolled.

D. The degree to which the physical facilities at MSU met individual needs.

E. The degree to which the library at MSU met individual academic needs.

F. The degree to which the Placement Service met individual needs.

An analysis of the data revealed that all aspects rated by respondents were considered to be above average. Mean scores for the entire group (1964 - 1974) ranged from a high of 4.33 for "the degree to which the library met individual needs" to a low of 3.27 for "the

reputation of the Secondary School Principalship Program throughout the country."

A summary of pertinent data is offered on Tables 10, 11, and 12. In order that information might be as definite and pragmatic as possible, data are presented in three tables rather than one. Table 10 offers data pertinent to graduates from 1969 - 1971. Table 11 gives information reported by 1972 - 1974 graduates. Finally, Table 12 offers composite information for the entire population, 1959 - 1974. All three tables are rank ordered in terms of means and show individual responses to all aspects rated. Totals shown were derived by utilizing the following formula:

$$T = \Sigma (fx)$$

Where: T= Total

f= frequency of response

x= point value of each response

The N's given indicate the number of respondents answering each question. Thus, the means were calculated utilizing the formula:

$$\bar{X} = \frac{\Sigma (fx)}{N}$$

Table 10. Respondents' Perception of Various Aspects of the Total Program (1969-1971)

	Very Low					Very High					TOTAL	N	$\bar{X}$
	1	2	3	4	5	1	2	3	4	5			
Degree Library met Needs	2	0	2	10	17	133	31	4.29					
Degree Placement Service met Needs	1	1	2	7	12	97	23	4.22					
Degree Physical Facilities met Needs	1	0	4	17	9	126	31	4.06					
Reputation of Program in State	0	1	2	23	2	110	28	3.93					
Morale of Fellow Graduates	1	1	7	15	7	119	31	3.84					
Reputation of Program in Country	0	2	16	6	1	81	25	3.24					

Table 11. Respondents' Perception of Various Aspects of the Total Program (1972-1974)

	Very Low					Very High					TOTAL	N	$\bar{X}$
	1	2	3	4	5	1	2	3	4	5			
Degree Library met Needs	0	0	2	2	7	49	11	4.45					
Degree Physical Facilities met Needs	0	0	2	2	7	49	11	4.45					
Degree Placement Facilities met Needs	0	0	3	1	3	28	7	4.00					
Reputation of Program in State	0	0	2	7	2	44	11	4.00					
Reputation of Program in Country	0	0	5	3	0	27	8	3.38					
Morale of Fellow Graduates	1	1	4	5	0	35	11	3.18					

Table 12. Respondents' Perception of Various Aspects of the Total Program (1969-1974)

	Very Low					Very High					
	1	2	3	4	5	TOTAL	N				
Degree Library met Needs	2	0	4	12	24	182	42	4.33			
Degree Placement Service met Needs	1	1	5	8	15	125	30	4.17			
Degree Physical Facilities met Needs	1	0	6	19	16	175	42	4.17			
Reputation of Program in State	0	1	4	30	4	154	39	3.95			
Morale of Fellow Graduates	2	2	11	20	7	154	42	3.67			
Reputation of Program in Country	0	2	21	9	1	108	33	3.27			

Objectives

Part II of the questionnaire dealt with the rating of objectives established by the Department of Educational Services for the Secondary School Principalship Program. Using a scale of one to five, respondents were directed to indicate the degree to which they thought the objectives were achieved. The following scale applied: 5 - achieved to a very high degree; 4 - achieved to a high degree; 3 - adequately achieved; 2 - partially achieved, and 1 - not achieved.

A comparison of the means for the total population (1969-1974) indicated that eleven (84.62 percent) of the objectives were rated at least adequately achieved. Only two (15.34 percent) (see Table 15) received less than an adequately achieved (3) rating.

Thirty-six (84 percent) of the respondents indicated that all objectives were appropriate. The seven remaining respondents, who reported that a particular objective was inappropriate, found fault with a mean of only 1.12 objectives. (See Table 15.)

In order that information be as valid and usable as possible, data were divided into four tables. Table 13 gives information concerning 1969 - 1971 graduates; Table 14 reports data on 1972 - 1974 graduates, and Table 15 summarizes information for the entire population (1969-1974).

All information shown in the three tables referred to above is rank ordered in terms of means and indicates individual responses

to all objectives rated. The same formulas used in Table 10, 11, and 12 (see page 55) were also employed in compiling data for these tables.

Table 16 presents data pertinent to the appropriateness of the rated objectives. Information is offered in terms of number of "Yes" (appropriate objective) and "No" (inappropriate objective) responses. Percentage figures, based on an N representing the total population responding to a particular item, are shown for each "Yes" and "No" response. In order to facilitate comparisons, data are again divided into three groups, 1969-1971, 1972-1974, and 1969-1974.

Table 13. Respondents' Perception of Department Objectives (1969-1971)

Rank	The Department of Educational Services seeks to:	1	2	3	4	5	N	TOTAL	$\bar{X}$
1.	Make students aware of the intricacies of school finance.	0	3	12	9	7	31	113	3.65
2.	Acquaint students with the appropriate applicability of school law.	1	1	2	11	14	29	123	4.24
3.	Make students aware of the implication of recent trends and innovations as they apply to the field of education	0	5	7	15	4	31	111	3.58
4.	Give students a sense of people consciousness as an integral aspect of human relations	0	3	13	9	6	31	111	3.58
5.	To help students develop a personal philosophy of supervision that will better enable them to objectively supervise personnel for whom they will be administratively responsible	1	2	12	13	3	31	108	3.48
6.	View each student basically as an individual with individual wants, desires, and needs	1	8	8	8	6	31	103	3.32
7.	Give students an understanding of curriculum as it relates to social developments	0	3	16	11	1	31	103	3.32
8.	Make students aware of successful strategies for the proper implementation of change	1	3	15	9	3	31	103	3.32

Table 13 continued.

Rank	The Department of Educational Services seeks to:	1	2	3	4	5	N	TOTAL	$\bar{X}$
9.	Help students develop action research skills that will better enable them to conduct effective in-school investigations	0	5	16	7	3	31	101	3.26
10.	Give students models of decision making which will serve as effective models in their professional endeavors	1	7	13	6	4	31	98	3.16
11.	Give students a knowledge of goals, strategies and outcomes of contract negotiations and grievance procedures between school district employees and boards of education	4	12	8	4	1	29	89	3.07
12.	Give students a usable, realistic view of the study of statistics as it applies to the field of education	3	5	11	8	2	29	88	3.03
13.	Give students an understanding as to the nature of man and his involvement in the world of work	4	4	14	9	0	31	90	2.90

Table 14. Respondents' Perception of Department Objectives (1972-1974)

Rank	The Department of Educational Services seeks to:	1	2	3	4	5	N	TOTAL	$\bar{X}$
1.	Make students aware of the intricacies of school finance	0	1	1	3	5	10	42	4.20
2.	Acquaint students with the appropriate applicability of school law	0	1	1	5	3	10	40	4.00
3.	Make students aware of the implication of recent trends and innovations as they apply to the field of education	0	0	3	6	1	10	38	3.80
4.	Give students a sense of people consciousness as an integral aspect of human relations	0	0	4	5	1	10	37	3.70
5.	Help students develop action research skills that will better enable them to conduct effective in-school investigations	0	1	4	3	2	10	36	3.60
6.	Give students a usable, realistic view of the study of statistics as it applies to the field of education	0	0	5	4	1	10	36	3.60
7.	Give students an understanding of curriculum as it relates to social developments	0	0	8	1	1	10	33	3.30
8.	View each student basically as an individual with individual wants, desires, and needs	1	1	3	5	0	10	32	3.20

Table 14 continued.

Rank	The Department of Educational Services seeks to:	1	2	3	4	5	N	TOTAL	$\bar{X}$
9.	Help students develop a personal philosophy of supervision that will better enable them to objectively supervise personnel for whom they will be responsible	0	3	3	4	0	10	31	3.10
10.	Give students models of decision making which will serve as effective models in their professional endeavors	0	1	7	2	0	10	31	3.10
11.	Give students an understanding as to the nature of man and his involvement in the world of work	0	2	5	3	0	10	31	3.10
12	Make students aware of successful strategies for the proper implementation of change	0	3	3	4	0	10	31	3.10
13.	Give students a knowledge of goals, strategies, and outcomes of contract negotiations and grievance procedures between school district employees and boards of education	1	3	4	1	1	10	28	2.8

Table 15. Respondents' Perception of Department Objectives (1969-1974)

Rank	The Department of Educational Services seeks to:	1	2	3	4	5	N	TOTAL	$\bar{X}$
1.	Make students aware of the intricacies of school finance	1	2	4	13	21	41	174	4.24
2.	Acquaint students with the appropriate applicability of school law	1	2	3	16	17	39	163	4.18
3.	Make students aware of the implication of recent trends and innovations as they apply to the field of education	0	5	10	21	5	41	149	3.63
4.	Give students a sense of people consciousness as an integral aspect of human relations	0	3	17	14	7	41	148	3.61
5.	To help students develop a personal philosophy of supervision that will better enable them to objectively supervise personnel for whom they will be administratively responsible	1	5	15	17	3	41	139	3.39
6.	Help students develop action research skills that will better enable them to conduct effective in-school investigations	0	6	20	10	5	41	137	3.34
7.	Give students an understanding of curriculum as it relates to social developments	0	3	24	12	2	41	136	3.32

Table 15 continued.

Rank	The Department of Educational Services seeks to:	1	2	3	4	5	N	TOTAL	X
8.	View each student basically as an individual with individual wants, desires, and needs	2	9	11	13	6	41	135	3.29
9.	Make students aware of successful strategies for the proper implementation of change	1	6	18	13	3	41	134	3.27
10.	Give students a usable, realistic view of the study of statistics as it applies to the field of education	3	5	16	12	3	39	124	3.18
11.	Give students models of decision making which will serve as effective models in their professional endeavors	1	8	20	8	4	41	129	3.15
12.	Give students an understanding as to the nature of man and his involvement in the world of work	4	6	19	12	0	41	121	2.95
13.	Gain knowledge of goals, strategies, and outcomes of contract negotiations between school district employees and boards of education	5	15	12	5	2	39	101	2.59

Table 16. Appropriateness of Objectives as Perceived by Respondents

	1969-1974				1969-1971				1972-1974			
	YES	%	NO	%	YES	%	NO	%	YES	%	NO	%
1. View each student basically as an individual with individual wants, desires, and needs	41	100	0	0	31	100	0	0	10	100	0	0
2. Give students an understanding of curriculum as it relates to social developments	41	100	0	0	31	100	0	0	10	100	0	0
3. Give students models of decision making which will serve as effective models in their professional endeavors	41	100	0	0	31	100	0	0	10	100	0	0
4. Give students a usable, realistic view of the study of statistics as it applies to the field of education	39	100	0	0	29	100	0	0	10	100	0	0
5. Make students aware of the intricacies of school finance	41	100	0	0	31	100	0	0	10	100	0	0
6. Help students develop action research skills that will better enable them to conduct effective in-school investigations	41	100	0	0	31	100	0	0	10	100	0	0

Table 16 continued.

	1969-1974			1969-1971			1972-1974		
	YES	%	NO	YES	%	NO	YES	%	NO
7. Make students aware of successful strategies for the proper implementation of change	41	100	0	31	100	0	10	100	0
8. Acquaint students with the appropriate applicability of school law	39	100	0	31	100	0	10	100	0
9. Give students a sense of people consciousness as an integral aspect of human relations	40	98	1	30	97	1	10	100	0
10. To help students develop a personal philosophy of supervision that will better enable them to objectively supervise personnel for whom they will be administratively responsible	40	98	1	31	100	0	9	90	1
11. Make students aware of the implication of recent trends and innovations as they apply to the field of education	40	98	1	30	97	1	10	100	0

Table 16 continued.

	1969-1974				1969-1971				1972-1974			
	YES	%	NO	%	YES	%	NO	%	YES	%	NO	%
12. Give students a knowledge of goals, strategies, and outcomes of contract negotiations and grievance procedures between school district employees and boards of education	36	92	3	8	27	93	2	7	10	100	0	0
13. Give students an understanding as to the nature of man and his involvement in the world of work	39	95	2	5	28	90	3	10	10	100	0	0

LEGEND: YES = Appropriate Objective

NO = Inappropriate Objective

Individual Areas

Part III of the questionnaire dealt with individual areas of the Secondary School Principalship Program. In this section respondents were asked to rate the most commonly taken courses by those pursuing a Masters Degree with concentration in Secondary School Administration. In addition, graduates were asked about suggested additions to and deletions from the program, value of elective courses, and opportunities given to plan a program and choose a committee.

Respondents' Evaluation of Most Frequently taken Courses

In evaluating the most commonly taken courses by those pursuing a Masters Degree with concentration in Secondary School Administration, surveyed graduates were asked to indicate the value of specified courses by utilizing a one to six scale. The following code applied:

1. No value
2. Little Value
3. Valuable
4. High Value
5. Extreme Value
6. Did not take the course

An analysis of data concerning the total population (1969-1974) revealed that ratings ranged from a mean high of 5.00 for the Internship Program to a mean low of 2.82 for the Comprehensive

Examination. With exception of the previously mentioned Comprehensive Examination, all areas received a mean score in excess of three (Valuable).

In order to allow for better comparability of data, the population was again divided into three categories; 1969 - 1971 (Table 17), 1972 - 1974 (Table 18), and 1969 - 1974 (Table 19). The resulting comparison showed that Internship, School Finance and School Law ranked consistently among the top five rated courses by all groups. Other courses ranking in this group were Professional and Public Relations (1969-1971 and 1969-1974), Advanced School Administration (1969-1971 and 1969-1974), Educational Statistics (1971-1972), and Research Design (1971-1972). On the negative side, only the Comprehensive Examination and the Professional Paper were ranked consistently low by all three groups.

Tables 17, 18, and 19 offer a detailed summary of the data offered above. Means, rank, and frequency of response to individual point ratings are indicated. The formulas used in Tables 10 - 15 (see page 55) were also used to arrive at the totals and means referred to above.

Table 17. Respondents' Evaluation of most commonly taken Courses (1969-1971)

Course	No Little Value Value						High Extreme Did Not Valuable Value Value Take						TOTAL N	$\bar{X}$	RANK
	1	2	3	4	5	6	1	2	3	4	5	6			
Secondary School Organization and Administration	0	3	12	9	7	1	113	31	3.65	11					
School Administration	0	1	11	10	8	2	115	30	3.83	7					
Supervision of Instruction	0	4	10	8	9	1	115	31	3.71	8.5					
School Law	0	0	1	3	22	6	125	26	4.81	2					
School Finance	0	0	1	4	22	5	129	27	4.78	3					
Educational Statistics	1	3	10	4	4	10	73	22	3.32	12					
Research Design	0	7	5	10	2	8	79	24	3.29	13					
Professional Paper	3	5	7	10	3	4	89	28	3.18	14					
General School Curriculum	0	2	10	14	5	1	115	31	3.71	8.5					
Introduction to Counseling	2	3	7	7	10	3	107	29	3.69	10					
Professional and Public Relations	0	0	2	6	6	18	60	14	4.29	5					

Table 17 continued.

Course	No Value	1	2	3	4	5	6	TOTAL	N	$\bar{X}$	Rank
Internship		0	0	0	0	3	29	15	3	5	1
Comprehensive Examination	3	5	12	4	4	4	4	85	28	3.04	15
Advanced School Management	0	0	0	1	0	0	31	4	1	4	6
Advanced School Administration	0	0	0	3	2	27	22	5	4.4	4	

Table 18. Respondents' Evaluation of Most Commonly taken Courses (1972-1974)

Course	No. Little High Extreme Did Not						TOTAL	N	$\bar{X}$	Rank
	1	2	3	4	5	6				
Secondary School Organization and Administration	0	1	3	4	2	1	37	10	3.7	9
School Administration	0	1	4	3	1	2	31	9	3.44	12
Supervision of Instruction	1	1	3	0	3	3	27	8	3.38	13
School Law	0	0	2	1	6	2	40	9	4.44	3
School Finance	0	0	2	2	6	1	44	10	4.40	4
Educational Statistics	0	0	0	1	3	7	19	4	4.74	2
Research Design	0	1	3	2	4	1	39	10	3.90	5
Professional Paper	0	0	5	1	3	2	34	9	3.78	7.5
General School Curriculum	0	0	3	5	1	2	34	9	3.78	7.5
Introduction to Counseling	0	2	2	2	1	4	23	7	3.29	14

Table 18 continued.

Course	No Little Value		High Extreme Value			Did Not Take	TOTAL			Rank
	1	2	3	4	5		6	N	X	
Professional and Public Relations	0	1	1	1	2	6	19	5	3.80	6
Internship	0	0	0	0	2	9	10	2	5	1
Comprehensive Examination	3	4	1	2	0	1	22	10	2.2	15
Advanced School Management	0	0	1	1	0	9	7	2	3.5	10.5
Advanced School Administration	0	0	1	1	0	9	7	2	3.5	10.5

Table 19. Respondents' Evaluation of Most Commonly Taken Courses (1969-1974)

Course	No Little Value		Valuable		High Extreme Value		Did Not Take		TOTAL	N	$\bar{X}$	Rank
	1	2	3	4	5	6	6	6				
Secondary School Organization and Administration	0	4	15	13	9	2	150	41	3.66	9		
School Administration	0	2	15	13	9	4	146	39	3.74	6		
Supervision of Instruction	1	5	13	8	12	4	142	39	3.64	10		
School Law	0	0	3	4	28	8	165	35	4.71	2		
School Finance	0	0	3	6	28	6	173	37	4.67	3		
Educational Statistics	1	3	10	5	7	17	92	26	3.54	12		
Research Design	0	8	8	12	6	9	118	34	3.47	13		
Professional Paper	3	5	12	11	6	6	123	37	3.32	14		
General School Curriculum	0	2	13	19	6	3	149	40	3.73	7		
Introduction to Counseling	2	5	9	9	11	7	130	36	3.61	11		

Table 19 continued.

Course	No Little High Extreme Did Not						TOTAL	N	$\bar{X}$	RANK
	1	2	3	4	5	6				
Professional and Public Relations	0	1	3	7	8	24	79	19	4.15	4
Internship	0	0	0	0	5	38	25	5	5.00	1
Comprehensive Examination	6	9	13	6	4	5	107	38	2.82	15
Advanced School Management	0	0	1	2	0	40	11	3	3.67	8
Advanced School Administration	0	0	1	4	2	36	29	7	4.14	5

Respondents' Suggestions for Additions
to the Secondary School Administration Program

In responding to the question that asked if there were any areas that should be added to the Secondary School Principalship Program, the twenty-five graduates (58 percent of the population) who answered this question showed very little apparent uniformity in their individual responses (see Table 20). However, an analysis of data revealed that all twenty-five suggested areas directly or indirectly dealt with some pragmatic or humanistic aspect of administration.

Table 20 reports, in rank order, the twenty-five suggested additional program areas proposed by the respondents and the frequency of response pertinent to each suggested addition. Since respondents, in some instances, offered more than one suggestion, the total of the N column (33) exceeds the number of respondents (24). Because the N's pertinent to individual responses were small, no attempt was made to arrive at percentage or mean figures as the value of such calculations was deemed to be minimal.

Table 20. Respondents' Suggested Additions to the Program

Suggested Additions	N
1. Organization, Management and Funding of Activities	3
2. Federal Programs	3
3. Personnel Problems	2
4. Models of Decision Making	2
5. Bookkeeping and Accounting	2
6. Dynamics of Human Relations	2
7. Teacher Relations	1
8. Introduction to Social Foundations	1
9. Techniques and Strategies for Change	1
10. Levy Planning	1
11. Seminar	1
12. Day to Day Administrative Duties	1
13. More Counseling Courses	1
14. Student Discipline and Relationships	1
15. How to Hire Teachers	1
16. Processing Student Records	1
17. Problem Solving	1
18. Group Dynamics	1
19. More Statistics	1
20. Current Federal and State Laws	1
21. Special Education	1
22. Use of Community Resources	1
23. Vocational Education, Theory and Practice	1
24. Leadership	1

Suggested Areas to be Deleted from the
Secondary School Administration Program

The response to the question that asked if any areas should be deleted from the program was minimal (see Table 21). Only twenty graduates (47 percent) had any suggestions to offer, while twenty-three (53 percent) neglected to respond. Respondents answering the question, however, showed some degree of consistency in their replies. Seven (35 percent of respondents answering the question) advocated the deletion of Introduction to Counseling; five (25 percent) felt that the Professional Paper should be deleted; and four (20 percent) indicated dissatisfaction with the Comprehensive Examination. Only four other deletions were suggested by individual respondents. They were: outdated information, limited minor areas, Research and Design and Educational Statistics.

The information offered above is summarized in tabular form in Table 21.

Table 21. Respondents' Suggested Deletions from the Program

<u>Suggested Deletions</u>	<u>N</u>
Introduction to Counseling	7
Professional Paper	5
Comprehensive Examinations	4
Outdated Information	1
Limited Minor Areas	1
Research and Design	1
Statistics	1

Most Valuable Electives as Perceived
by Respondents

Twenty respondents (47 percent of the total population) listed thirty-three different elective courses which they felt to be of great value. Of this number only ten (30 percent) of the electives were rated most valuable by any two members of the population and only five (15 percent) received a most valuable rating by four separate respondents. (See Table 22.) School Finance, which was selected most valuable by seven respondents (35 percent), was accorded the highest rating. On the negative side, two respondents (5 percent of the population responding) indicated that none of the electives had any value, and eleven (26 percent) did not respond to the question.

Although, as indicated above, graduates did not consistently agree on any course as being the one most valuable elective, they did show some preference in their choice of elective areas, namely, elementary education (27 percent of 33 most valuable electives listed by respondents), sociology (21 percent) and counseling (15 percent).

Table 21 offers a complete breakdown of the information offered above. As respondents often listed more than one elective course as being of particular value, the total of the N column, which represents frequency of response, is sixty-three. This figure, therefore, indicates a mean of 3.15 electives selected by each of

the twenty graduates responding to this section of the questionnaire.

In some instances, respondents listed presently required courses as being of great value. In order to maintain integrity in reporting respondents replies, these courses are included along with the electives in Table 23. (See Table 22, page 83.)

Least Valuable Electives as Perceived by Respondents

The response to the question asking graduates to list their least relevant elective courses was minimal. Only fifty-eight percent (25 members) responded. Of that total fourteen percent (6 respondents) indicated that all of their electives were valuable, and two percent (one respondent) indicated that none of the electives were valuable. The remaining forty-two percent (18 respondents) listed eighteen different courses as having little value. No more than two respondents agreed upon any one course; however, five of the eighteen electives listed were in the area of sociology and five were in the area of elementary education.

In some instances, as was the case in Table 22, respondents listed presently required courses. Again, in order to maintain integrity in reporting, these courses are included along with the electives in Table 23. (See Table 23, page 84.)

Table 22. Most Valuable Electives as Perceived by Respondents

Most Valuable Elective	N
School Finance	7
School Law	6
Elementary School Administration	5
Supervision of Instruction	4
Introduction to Counseling	4
Individual Problems	3
Research Design	3
School Administration	3
Teaching of Reading	2
Sociology of Education	2
Junior High School Organization	2
All Elementary Courses	1
Business Classes	1
Radio-T.V. Announcing	1
Social Leadership	1
Juvenile Delinquency	1
Counseling Practicum	1
Social Thought	1
Public Relations	1
Federal Programs	1
Classroom Behavior	1
Administration of Athletics	1
Educational Statistics	1
All Sociology Courses	1
Professional Paper	1
Traffic Education Curriculum Development	1
Social Psychology	1
Northwest Lab Courses	1
Program Design	1
Drug and Sex Education	1
Elementary Math	1
Understanding the Learner	1
Social Processes	1

Table 23. Least Valuable Electives as Perceived by Respondents

Least Valuable Elective	N
Introduction to Counseling	2
General School Curriculum	2
Educational Statistics	2
Research Design	2
Sociology Minor	2
All Sociology Courses	2
No Electives Valuable	1
Teaching of Reading	1
Sociology 314	1
Sociology 407G	1
Secondary School Organization	1
All Elementary Courses	1
Professional Paper	1
Improvement of Teaching of Art	1
Improvement of Teaching of Language Arts	1
Improvement of Teaching of Science	1
Sociology of Education	1
Criminology	1

Opportunity Given to Respondents to Plan Graduate Program

Twenty-four respondents (56 percent) indicated that they were allowed to plan their own graduate program; eleven (25 percent) stated that they had no opportunity; and another five (12 percent) reported that they were only given partial planning freedom. Three graduates (7 percent) did not respond to this question.

As to the reasons why they were not given an option, eleven study members (25 percent) replied that most courses were required; two (5 percent) stated that they were forced to take sociology minors,

and four (9 percent) offered no reasons at all.

Opportunity Given to Respondents to Choose
Advisor and Committee

Twenty-eight respondents (65 percent) indicated that they were given an opportunity to select their own advisor and committee; nine respondents (21 percent) stated that they were not; one respondent (2 percent) was allowed to pick his committee but not his advisor, and one respondent (2 percent) was allowed to pick his advisor but not his committee. Four graduates (9 percent) did not respond to this question.

As to the reasons why they were not allowed a choice in a selection of their own advisor and/or committee, five of the eleven respondents offered no explanation, and three reported that both the advisor and committee were appointed. The remaining four graduates offered four different explanations:

1. "Didn't know professors at the time"
2. "No idea why"
3. "Didn't know I had one (committee)"
4. "Told certain advisors were responsible for certain areas of the curriculum and told they would be responsible for the program."

Respondents' Comments and Suggestions

In order to present the suggestions and comments of the respondents concerning the Secondary School Administration Program in the most efficacious manner possible, it was decided to report such suggestions and comments in a verbatim manner. This decision was made on the basis of two considerations:

1. Paraphrasing and condensation often lead to the loss of the tone, feeling and force of individual replies.
2. Respondents, taking the time to write additional comments and suggestions, deserve the courtesy of having their words quoted exactly.

In the pages that follow, the suggestions and comments of the respondents will be reported in two sections:

1. Comments and Suggestions of 1969 to 1971 Graduates
2. Comments and Suggestions of 1972 to 1974 Graduates

Comments and Suggestions of 1969 to 1971 Graduates. The 1969 to 1971 responding graduates had the following comments and suggestions to offer concerning the Secondary School Principalship Program:

Am glad to see the internship program. I did an internship in Washington which MSU supervised, but it was a trial.

I believe that realistic cases could be organized in many areas. The professor I had in Law and Finance did this and I felt it was very beneficial.

More on teacher relations and law pertaining to same.

I graduated in 1969. I felt and still do feel I was very well prepared. Though with the recent strength of teachers, I feel this is a critical area and should be stressed more.

I left the field because I got tired of teachers: too few were professionally inclined. (They were) More concerned with what they could get out of (the) position rather than what they could contribute. This attitude coupled with their strengthened legal position made the job just too difficult--not only for myself but for the Board and the real professional teachers.

Pay higher staff salaries to draw good quality staff always -- concentrate more effort on supervised field projects -- work closely with sociology and counseling -- stress human relations and organization development processes -- continue support of NW Lab Do-look-learn process courses.

Most people who return for advanced degrees are there because they want to be. If they are incompetent, they should be told; if not, they should be left alone to do the job they are there to accomplish.

Since I do not teach in Montana, I do not know how extensive your internship program is. I feel it can be the most worthwhile part of the principalship program.

The response on Intro(duction) to counseling and research design reflect what I feel was a poor span of time for those programs--personnel changes at MSU have corrected the problem. At the time I was enrolled they were both a complete waste of everyone's time.

Internship should be a requirement. Look at the state of Washington for internship. All Montana Schools would need to do this.

My experiences at MSU were and are very helpful.

Probably be better to have just one institution in Montana training School Administrators--This would allow for more course choices and choice of instructors.

I think the courses should be more practical and get down to the nitty-gritty. Too often professors were tied to a text and were removed from what's really happening in the schools. Professors in secondary education should be required to spend a year in a secondary school every five years. Too often students in graduate courses are asked to do meaningless busy work (e.g. abstracts) rather than dealing with actual problems faced by administrators. Too much emphasis on research. Secondary principals have little time to do it except while at graduate school. Under no circumstances should a Doctor of Education degree be given anyone without several years in the field (ten years maybe) in teaching and administration. There seems to be little correlation between having a Doctor's degree and administrative success in Montana. The best professor I had was Earl Fellbaum who did not have a doctorate and yet knew more about what really went on in the schools than many other professors put together. That's because he was a dynamic individual, a proven administrator, and a person who maintained contact with the real world away from the ivory tower. Thus MSU should look for quality educators for its staff rather than impressive academic credentials.

My main comment would be that the program should be geared "to tell it like it is." All the fancy theory and book learning isn't worth a damn when you have to tell a person that he stinks as a teacher and not have him hit you. That's extreme but helps make a point. A green administrator has to have practice observing teachers and writing up evaluations, not just the reading and listen(ing) course. Perhaps one entire course could be designed around creating an evaluation tool, with the why's and why not's of theory added. (Editorial Note: MSU does now have such a course in Dr. Thibeault's Supervision of Instruction course.)

In school curriculum--again field practice is needed.

Take actual school situations--resources and limitations--make a study--make possible recommendations. It might even require an inspection tour to the site in question. School finance can't be stressed enough (esp(ecially) for smaller schools). The hows and whys and intricacies of class scheduling--(avoiding built in conflicts)--should be stressed and practiced.

I've rambled, but I feel I was poorly prepare(d) to enter the field of administration. I think I learned as much on my own in the first 3 months than I did at MSU.

As I view my masters program in retrospect, I have reached a few conclusions about it. Hopefully, what I have to recommend will be of some value to the school of education in planning its graduate program in school administration.

When I began my masters program, I already had had some practical experience in school administration. I was administrating even though I lacked the credentials. I came to Bozeman, therefore, with some already developed insights and competencies. But interestingly enough among those which I lacked was the real knowledge of what I didn't know and what I really needed to know in order to perform adequately as a school administrator.

In terms of administrative positions on the public school level, I have been both an elementary and secondary principal, a writer and director of sizeable federal programs, and a superintendent of schools. I have taught and administrated in small, medium, and by Montana standards, large school districts. It is from this background that I couch my conclusions and recommendations. They are:

1. The length of time spent in training to become competent in school administration needs to be expanded. I could have profitably undergone another year's training.
2. Certain areas of competency take longer to develop and consequently need greater instructional attention. My training in school finance, law, etc. was adequate in my judgment. I was inadequately prepared in curriculum and supervision of instruction areas. This is not to say the courses which I took in those areas were inadequate. On the contrary they were excellent. But these areas are far more complicated than meets

the eye and go right to the core of what education is all about. I would recommend more course instruction in curriculum and supervision than currently offered with the chance for the students to go into real depth.

3. Separate courses should be created and required which deal with the dynamics of human relationships in the school setting and techniques and strategies to be employed in bringing about constructive change. Also, an intensive examination of trends, philosophies, etc. should be undertaken. Graduate students being more mature are better able to relate to more "global" aspects of education.

No need for a Professional Project. More course work would have been more profitable to me.

I believe a good seminar would be beneficial--a school office management course in supplies buying, ordering.

I have tried to be as honest as possible and hope it helps. I would say 50 percent of the staff had better visit the field more often to see more of what is happening rather than theory.

After reading my comments (Respondent is referring to answers to previous questions) I am sure that it is quite evident that experience (teaching) is a vital factor in becoming an administrator. I personally found that with no teaching experience and moving into a graduate program immediately following graduation is not the best way. Some possibly can handle it but I feel that the majority would be further ahead to wait three years and then go on for an advanced degree.

My own personal interest was in curriculum development and administrative work other than preparation to be a principal. Naturally, I would like to see more in this area. However, I am not sure this would be serving most of the needs

of other graduate students.

Perhaps a stronger sense of the proper functions of a principal, and his obligations to the system as a whole (should be incorporated in the program).

It has been my observation that those who have unsuccessful experiences suffer from a lack of maturity (too few years in the classroom), arrogance, and the lack of an educational Gestalt.

I am very pleased with my experiences with, and preparation received in the School of Education in Bozeman. The general quality of the staff and school as a whole is excellent.

I have done work in residence in one Jr. College, two Colleges and three Universities. I feel MSU is the best.

I feel that an internship program would be of great benefit to those persons with no administrative experience prior to completion of the program. Occasional meetings of the staff and the students in the program would be beneficial.

At times I felt the program was an endurance contest; however, there were several staff members who took a personal interest in their students.

Add more courses in Law and Finance.

I have never felt that education classes were practical enough.

More practice--less theory; more emphasis on the small school people who are now working. Offer information on where to get help.

I enjoyed my summers at MSU and feel I am using most of my coursework. I feel that more should be done to weed out the people who won't be good administrators rather than let a mickey mouse comp (rehensive) exam supposedly do that.

Also the paper work is a bit much. I set up an Ed. D. program at the U of M in one hour and 45 minutes in one day. It took nearly three weeks and 5 copies to set up the M. Ed. at MSU.

Internships should be offered, but the summer program should be retained. It is more valuable to have an in-service degree program than quitting your job for an academic year.

Contact with schools must be maintained. This also applies to doctoral programs.

School Finance could be related directly to Montana as most grads start in this state.

Even though I am not an administrator, (Respondent is an English teacher) I feel that MSU's program was one of the most valuable experiences of my life.

The policy of using visiting professors from other parts of the country during the summer is a highlight of the program.

Since I left MSU and came to California, I didn't meet all credential requirements--some planning along this line would have been helpful.

Overall, I felt my admin(istrative) training was good. Don't feel the Comprehensive Exam and Professional Paper helped me.

I was not required to take school finance or school law. I had nine hours of business law and was employed out of state. These two factors may have been the reason, however, I have since thought I should have taken the two courses. The course work in general needed more preparation on the part of the professors to encourage and expect more active participation on the part of the students.

Replace Introduction to Counseling with two 3 credit (or more) courses that include, (1) a survey of the job descriptions of secondary and elementary counseling and, (2) supervision of counseling.

Comments and Suggestions of 1972 to 1974 Graduates. The 1972 to 1974 responding graduates had the following suggestions and comments to offer concerning the Secondary School Administration Program:

Bring relevance and reality of Actual School Problem into focus. Get out of text and library. Need some classroom experienced people to lecture frankly on topics.

Constant input from graduates and practicing administrators.

1. School Law should be required.
 2. The comprehensive exam was unexcusably out of date and of questionable value.
-

Some course or provisions need to be made to prepare the candidate to overcome and meet personality and character abnormalities (bad word) in faculty and maintenance personnel.

The practice of testing the candidate through pressure during conference and useless diversions in information getting, is outmoded. Too many candidates are aware of the practice and perjure themselves just to get by the obstacle.

I would probably not suggest any changes in the course offering generally, but I feel as I have for years, that successful secondary school administrators could be brought in as instructors during summer sessions. Administrators who would "tell it like it is." I don't think that successful Montana school administrators would be difficult to identify. Maybe even bring in three or four as a team. They need not have a Ph. D. I took a course some years ago in administration and one in supervision from a visiting instructor, a Superintendent from California, both were nearly insulting.

Also, a visiting professor from Kansas State who was great. So I guess the selection process for visiting instructors could be improved. The most, be far, "down to earth" - "nitty gritty" instructor at MSU, in my mind, was Dr. Van Woert. He had classes that made sense.

I found that a couple of the instructors that I had in the Business Education Department were probably the most honest. I felt that these people really made an effort to do a good job, to provide meaningful experiences for their students. Hertz, Day, and Barnes I felt were interested in doing a job. I felt just a few in your department had that attitude.

I think that the whole program would be vastly improved by demonstrating a more cooperative attitude toward the candidate effectively eliminating any threats or intimidation. The premise being that if the candidate has been accepted into the program and if he should attain a satisfactory GPA, then it remains that said candidate should be permitted to complete and receive the M. Ed. degree with no further threatening or intimidation.

I would like to see a more pragmatic approach to courses using simulate problem solving techniques and less theory based on discussion.

I feel that the quality of the instructor determines the quality of the course--regardless of the topic area. Those professors who know the subject, the students and worked to build a personal relationship contributed the most to my education.

The professional project is important, in my opinion, as it acquaints the student with research design and creates an awareness of the importance of educational research; however, I do not feel that the emphasis should be placed on the contribution the research makes to education but rather to the value of its educational purpose.

I would like to see follow-up on the comprehensive exams -- oral exams perhaps but the candidate should be given the opportunity to defend his/or her answers. The multiple choice format and section in general education have some evaluative value, but I did not feel that it contributed a great deal to my educational experience other than it forced me to review.

Internship program - nothing beats experience.

Leadership training badly needed. Administrators cannot succeed without leadership ability.

Decision making skills should be taught or at least offered.

Comments and Suggestions Summarized. An analysis of the preceeding comments and suggestions reveals a generally positive feeling toward the Secondary School Administration Program. Respondents, although apparently satisfied with their preparation, were almost unanimous in their desire for more practical experiences, such as those provided by internships and exposure to frank, open and honest administrators.

Strictly theory courses, busy work, the comprehensive examination, the professional project, library assignments, and poorly prepared, impractical, and out-of-date instructors received the brunt of the negative comments.

Summary

Chapter 4 has presented data gathered as a result of a mailed questionnaire to graduates of the Secondary School Administration Program during the period 1969 to 1974. Information gathered revealed the graduates perceptions of various aspects of their training program as well as pertinent occupational and personal

information.

The final chapter of this paper presents the summary, conclusions and recommendations of the study.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This survey of the 1969 to 1974 graduates of Montana State University's Secondary School Administration Program was conducted in order to obtain information pertinent to the adequacy of the administration training program offered at MSU. Data gathered as a result of the survey will be used by the Department of Educational Services to improve the Secondary School Administration Program and to meet requirements set by the Board of Regents and the standards of the National Council for Accreditation of Teacher Education.

A mailed questionnaire was used to gather the desired information. This questionnaire asked respondents for pertinent personal and occupational data and requested that they rate objectives and individual areas of the program as to their efficacy.

The questionnaire, as briefly outlined above, was sent to all graduates who received Masters Degrees in Secondary School Administration during the period 1969 to 1974.

As the questionnaires were returned, the data were subjected to descriptive analysis and were reported in narrative and tabular form. Results were mainly expressed in sums, percentages, and means.

The following statements generally summarize the information obtained from the questionnaire:

(1) An 84 percent response was obtained by the mailed questionnaire. Twenty-six (60 percent) of the graduates returned their questionnaire without urging. Follow-up phone calls resulted in four (9.30 percent) more responses. A second mailing resulted in 11 (25.58 percent) more replies. A third mailing to graduates previously called by telephone realized two more (4.65 percent) responses.

(2) An analysis of data pertaining to the present occupation of respondents revealed that thirty (69.77 percent) are currently employed in the administrative positions for which they were prepared.

(3) Twenty-three respondents, representing 53 percent of the total population, reported holding offices in professional organizations within the last three years. Of this number, twelve graduates reported holding one office; six reported holding two offices; four held three offices, and one respondent held four offices.

(4) The schools in which respondents were employed had a mean population of 188.53 teachers, 3,670.11 students and 75.94 classified personnel.

As the means, as stated above were obviously affected by extremes, the population was broken into four representative groups resulting in the following mean populations for each category:

1. Principals and Teachers

- a. Teachers: 38
- b. Students: 716

c. Classified Personnel: 15

2. Superintendents

a. Teachers: 21

b. Students: 599

c. Classified Personnel: 6

3. District Directors

a. Teachers: 1,035

b. Students: 19,977

c. Classified Personnel: 420

4. College Instructors

a. Teachers: 362

b. Students: 6,500

(5) Five respondents representing 16.63 percent of the total population, indicated that they were presently working on an advanced degree. One respondent (2.32 percent) indicated that he had completed his Ed. D. Degree.

(6) The most frequently given reason for attending Montana State University was location. Other reasons given in rank order following location are: did undergraduate work at MSU; reputation; personnel; program; to study under Dr. Fellbaum; cooperative program with the College of Great Falls; to gain requirements necessary for certification; given an assistantship; and to gain a fresh approach.

(7) Forty-one respondents listed eleven different reasons for selecting Secondary School Administration as a major in their Masters Program. The five reasons given most frequently were:

interest in the field; desire to improve education; desire to be an administrator; meet job requirements; and desire for a better salary.

(8) Using a five point scale, one being low and five high, respondents gave the following mean score values to each of the following aspects of their total program:

1. Library - 4.33
2. Placement Service - 4.17
3. Physical Facilities - 4.17
4. Reputation of the Program in the:
 - a. State - 3.95
 - b. Country - 3.27
5. Morale of fellow graduates - 3.84

(9) Eleven of the thirteen objectives were rated at least adequately achieved. Only two objectives received less than an adequately achieved rating.

(10) Eighty-four percent of the respondents indicated that all objectives were appropriate. The sixteen percent, who reported that a particular objective was inappropriate, found fault with a mean of only 1.12 objectives.

(11) Using a five point scale, one being low and five high, respondents rated the most frequently taken courses by those pursuing a Masters Degree with concentration in Secondary School Administration. An analysis of data reported revealed that ratings ranged from a mean high of 5.00 for the Internship Program to a mean low of 2.82 for the Comprehensive Examination. With exception of the previously mentioned Comprehensive Examination, all areas received a mean score

in excess of three.

(12) Respondents listed twenty-five suggested additions to the Secondary School Administration Program. All twenty-five dealt with some pragmatic or humanistic aspect of administration.

(13) Forty percent of the respondents indicated that deletions be made in the Program. Seven respondents indicated dissatisfaction with Introduction to Counseling, five with the Professional Paper, four with the Comprehensive Examination, one with outdated information, one with limited minor areas, one with Research and Design and one with Educational Statistics.

(14) School Finance, School Law and Elementary School Administration proved to be the three most valuable electives for respondents. Thirty other courses were also rated most valuable. Little agreement was indicated as to which particular course was most valuable, but respondents did show a preference for elementary education, sociology and counseling courses.

(15) Eighteen respondents listed eighteen different elective courses as having little value. No more than two respondents agreed upon any one course; however, five of the eighteen electives listed were in the area of sociology and five were in the area of elementary education.

(16) Twenty-four respondents (56 percent) indicated that they were allowed to plan their own graduate program; eleven (25

percent) stated that they had no opportunity; and another five (12 percent) reported that they were only given partial planning freedom.

(17) Twenty-eight respondents (65 percent) indicated that they were given an opportunity to select their own advisor and committee; nine respondents (21 percent) stated that they were not; one respondent (2 percent) was allowed to pick his committee but not his advisor, and one respondent (2 percent) was allowed to pick his advisor but not his committee.

(18) The comments and suggestions offered by respondents revealed a generally positive feeling toward the Secondary School Administration Program. Respondents, although apparently satisfied with their preparation, were almost unanimous in their desire for more pragmatic experiences.

(19) Strictly theory courses, busy work, the Comprehensive Examination, the Professional Project, library assignments, and poorly prepared, impractical, and out-of-date instructors received the majority of negative comments.

Conclusions

Based upon an analysis and interpretation of the findings of the study, the following conclusions appear to be warranted:

(1) The Masters Degree Program with concentration in the area of Secondary School Administration is generally well accepted by graduates of the Program.

(2) The objectives established by the Department of Educational Services for the Secondary School Administration Program were well received.

(3) While it was apparent that most of the Department objectives are being adequately achieved, there is some doubt as to whether all are being achieved to the greatest degree possible.

(4) The physical facilities provided at Montana State University met the needs of Program graduates to a high degree.

(5) Seventy percent of the graduates are presently employed in the administrative field.

(6) Graduates of the Secondary School Administration Program are generally active in professional organizations.

(7) Graduates of the Secondary School Administration Program generally have not yet pursued an advanced degree beyond their M. Ed.

(8) Location, site of undergraduate work, and Program reputation are important considerations in choosing MSU for a Masters Degree.

(9) The library met the needs of Program graduates to a high degree.

(10) The Placement Service at Montana State University has met the needs of Program graduates to a high degree.

(11) The reputation of the Secondary School Administration

Program in the state of Montana is considered high as perceived by graduates of the Program.

(12) The reputation of the Secondary School Administration Program in the country is considered slightly above average as perceived by graduates of the Program.

(13) The morale of graduates of the Program was considered to be above average as perceived by their fellow graduates.

(14) Most of the courses commonly taught in the Program were considered valuable, especially the Internship Program, School Law, and School Finance.

(15) Recent graduates (1972-1974) generally place a high value on Educational Statistics and Research Design.

(16) The Comprehensive Examination, the Professional Paper and Introduction to Counseling were generally considered to be weak areas of the Program.

(17) Graduates considered most elective courses valuable, especially School Law, School Finance and Elementary School Administration.

(18) One fourth of the respondents were denied the opportunity to choose their own committee and advisor.

(19) A fairly large percentage (37 percent) of the respondents were not allowed to or were only partially allowed to plan their Masters Program.

(20) Most of the suggested additions to the Program are within the realm of courses currently being offered.

(21) Respondents, although generally pleased with the Program, indicate a need for pragmatic courses, especially in the areas of personnel relationships, human interaction and decision making.

(22) Most of the suggested Program additions are within the realm of courses currently being offered.

(23) Many respondents revealed a need for more practical course offerings, especially in the areas of personnel relations and interactions, decision making, routine administrative duties, and small school management.

(24) Some respondents expressed dissatisfaction with the amount and quality of outside class assignments.

(25) Respondents were generally pleased with permanent faculty members.

Recommendations

Based on a careful consideration of pertinent data the following recommendations are offered.

(1) The Internship Program should not only be continued but should also be expanded.

(2) An Internship should be required of all graduates of

the Program.

(3) The Comprehensive Examination should be made more meaningful or eliminated entirely.

(4) An option should be provided for those students who do not wish to do a Professional Paper project.

(5) Consideration should be given to offering a course on Personnel Relationships and Interactions.

(6) Greater emphasis should be placed on the pragmatic and humanistic aspects of administration.

(7) Consideration should be given to making the counseling course that is required for candidates more applicable to their future administrative needs.

(8) Candidates should be encouraged to take the following electives based upon the potential value expressed by the graduates in the field: School Law, School Finance, and Elementary School Administration.

(9) Candidates should be encouraged to take courses in the areas of group dynamics and decision making based on the potential value expressed by the graduates in the field.

(10) Care should be addressed toward insuring all candidates an opportunity to select their own advisors and committees and to plan their own Programs.

(11) Consideration should be given to improving the quality

of class assignments.

(12) Consideration should be given to more adequately meeting the needs of those candidates who will be employed in small school districts.

(13) Consideration should be given to cooperative, systematic, curriculum planning and review procedures in order to insure that all needs are being realized.

(14) An evaluative study of this nature should be conducted on an annual or biannual basis in order to insure a steady flow of valuable input for future planning needs.

BIBLIOGRAPHY

- Aiken, M. C. "Evaluation Theory Development," Evaluation Comment, January 1969, pp. 2-7.
- Armstrong, Nancy K. "Can Graduate Education Change," Improving College and University Teaching, Summer 1972, p. 134.
- Barr, Arvil S., Robert A. Davies, Palmer O. Johnson. Educational Research and Appraisal, New York: Lippincott Company, 1953.
- Beckner, Weldon E. "School Administrator Preparation," Improving College and University Teaching, Spring 1974, pp. 130-131.
- Chronister, Jay L. "Instructional Accountability in Higher Education," Educational Record, Spring 1971, pp. 171-175.
- Cook, David R. A Guide to Educational Research, Boston: Allyn and Bacon, Inc., 1969.
- Davies, Don. "The 'Relevance' of Accountability," Journal of Teacher Education, Spring 1970, pp. 127-133.
- Engelhart, Max D. Methods of Educational Research, Chicago: Rand McNally and Company, 1972.
- Frohreich, Lloyd E., and Paul Douglas Sims. "What Are the Best Graduate Schools for Educational Administrators," School Management, May, 1973, pp. 43-45 and 57-80.
- Glaser, Robert. "Ten Untenable Assumptions of College Instruction," Educational Record, Spring 1968, pp. 154-159.
- Gregg, Wayne E. "Several Factors Affecting Graduate Student Satisfaction," Journal of Higher Education, June, 1972, pp. 483-498.
- Leslie, Larry L. "Increasing Response Rates to Long Questionnaires," The Journal of Educational Research, April, 1970.
- Mader, Harold G. "An Evaluation of the Elementary Principalship Program at Montana State University." Unpublished Master's professional paper, Montana State University, 1972.

- Mattson, Ronald Boyd. "An Evaluation of the Teacher Education Program at Montana State University by Graduates of That Program." Unpublished Doctoral Dissertation, Montana State University, 1972.
- Moore, Hollis A. Jr. "The Ferment in School Administration," Sixty-third Yearbook of the National Society for the Study of Education, Part II, Chicago: The University Press, 1964.
- Montana Commission on Post-Secondary Education. Draft Report, Helena, Montana, 1974.
- Montana Commission on Post-Secondary Education. Technical Report on Accountability, Helena, Montana, May 1974.
- Mouly, George J. The Science of Educational Research, New York: American Book Company, 1963.
- National Council for Accreditation of Teacher Education, Standards for Accreditation of Teacher Education, Washington, D. C. 1970.
- Pannier, James M. "An Evaluation of the Masters Degree Program in School Administration at Montana State University--An Appraisal by the Graduates." Unpublished Doctor's Dissertation, Montana State University, 1971.
- Snelling, Rodman W. "The Impact of a Personalized Mail Questionnaire," The Journal of Educational Research, November, 1969, pp. 126-129.
- Topp, Robert F. and G. D. McGrath. "About the Questionnaire--Answer It!," The School Executive, October, 1950, p. 59.

APPENDICES

APPENDIX A

—Montana State University—

Bozeman, Montana 59715

Tel. 406-994-4933

Department of Educational Services

May 22, 1975

Address of respondent

Dear _____:

I am conducting an evaluation of the Secondary School Administration Program at Montana State University. This study is being conducted in cooperation with the Department of Educational Services. The results of this survey will be utilized by the Department in continuing to improve the training offered to secondary school principals. This study will have the added significance of aiding the Department to meet requirements set by the Board of Regents and the National Council for the Accreditation of Teacher Education.

You, as one of a select number of Secondary School Administration graduates, are in a unique position to furnish the University with valuable information as to how successfully you were prepared to meet the responsibilities of your chosen, occupational field. Information gained from your expert appraisal of established objectives and current course offerings, as well as your suggestions for improving the program, will be of inestimable value in strengthening the program so that it may more adequately meet the growing educational demands of its students in particular and society in general.

As you probably noticed, the enclosed questionnaire is coded. The purpose of this coding is for the numerous follow-up letters and calls which will be utilized to contact non-respondents. Let me assure you, however, that all individual replies will be held in the strictest confidence.

Won't you please complete the questionnaire and return it to me in the enclosed self-addressed, stamped envelope by June 6, 1975. Your cooperation in this matter is of utmost importance and will be genuinely appreciated.

If you would like an abstract of the findings please check the appropriate blank on the last page of the questionnaire.

Sincerely Yours,

Mr. R.J. Shutey

Dr. John W. Kohl
Assistant Dean

APPENDIX B

QUESTIONNAIRE
PART I
PERSONAL DATA

1. Present Position _____
2. Positions held prior to completion of masters degree beginning with the most recent:
 - A. Title _____ Years _____
Employer _____
 - B. Title _____ Years _____
Employer _____
 - C. Title _____ Years _____
Employer _____
3. Positions held since completion of masters degree beginning with the most recent:
 - A. Title _____ Years _____
Employer _____
 - B. Title _____ Years _____
Employer _____
 - C. Title _____ Years _____
Employer _____
4. Please list the professional organizations in which you have held office within the past 3 years.
 - A. _____ Year _____
 - B. _____ Year _____
 - C. _____ Year _____
5. How many graduate credits have you accumulated since completing your masters degree?

_____ Quarter Hours

6. What is the population of the school in which you are presently employed?

Teachers: _____, Students: _____, Classified Personnel: _____

7. Are you presently working on an advanced degree?

_____, _____, _____, _____
Yes No Completed Where

8. Why did you select Montana State University for your masters degree?

9. Why did you select Secondary School Administration as your major?

10. Using a scale of 1 to 5, indicate, by circling the appropriate number your perception of the following. The following scale applies:

5 - Very High, 4 - High, 3 - Average, 2 - Low, 1 - Very Low.

- A. The reputation throughout the State of the Secondary School Principalship Program offered at MSU

1 2 3 4 5

- B. The reputation throughout the Country of the Secondary School Principalship Program offered at MSU

1 2 3 4 5

- C. The morale of fellow graduate students with whom you were enrolled.

1 2 3 4 5

- D. The degree to which the physical facilities at MSU met your needs.

1 2 3 4 5

- E. The degree to which the library at MSU met your academic needs. 1 2 3 4 5
- F. The degree to which the Placement Service met your employment needs. 1 2 3 4 5

PART II

OBJECTIVES

11. The objectives established by the Department of Educational Services for the Secondary School Principalship program are listed below. Using a scale of one to five indicate, by circling the appropriate number, the degree to which you think the objectives were achieved. The following scale applies: 5 - achieved to a Very High degree, 4 - achieved to a High degree, 3 - adequately achieved, 2 - partially achieved, and 1 not achieved.

The Department of Educational Services seeks to:

- A. View each student basically as an individual with individual wants, desires, and needs. 1 2 3 4 5
- B. Gain knowledge of goals, strategies, and outcomes of contract negotiations and grievance procedures between school district employees and boards of education. 1 2 3 4 5
- C. Give students an understanding of curriculum as it relates to social developments. 1 2 3 4 5
- D. Give students an understanding as to the nature of man and his involvement in the world of work. 1 2 3 4 5
- E. Give students models of decision making which will serve as effective models in their professional endeavors. 1 2 3 4 5
- F. Give students a useable, realistic view of the study of statistics as it applies to the field of education. 1 2 3 4 5

- G. Make students aware of the intricacies of school finance. 1 2 3 4 5
- H. Make students aware of the implication of recent trends and innovations as they apply to the field of education. 1 2 3 4 5
- I. To help students develop a personal philosophy of supervision that will better enable them to objectively supervise personnel for whom they will be administratively responsible. 1 2 3 4 5
- J. Help students develop action research skills that will better enable them to conduct effective in-school investigations. 1 2 3 4 5
- K. Make students aware of successful strategies for the proper implementation of change. 1 2 3 4 5
- L. Acquaint students with the appropriate applicability of school law. 1 2 3 4 5
- M. Give students a sense of people consciousness as an integral aspect of human relations. 1 2 3 4 5
- N. If you feel that any of the above listed objectives are inappropriate, please place the letter preceding each inappropriate objective on the blanks provided below:

____, _____, _____, _____, _____, _____, _____, _____.

PART III

INDIVIDUAL AREAS

12. Listed below are the most commonly taken courses by those pursuing a Masters Degree in Secondary School Administration. Using a scale of one to six, indicate by circling the appropriate number, the value you place on each area. If you did not take a course or its equivalent at MSU, please circle the number 6. The following scale applies: 6 - did not take the course, 5 - Extreme Value, 4 - High Value, 3 - Valuable, 2 - Little Value, 1 - No Value.

- | | |
|---|----------------|
| A. Secondary School Organization and Administration | A. 1 2 3 4 5 6 |
| B. School Administration | B. 1 2 3 4 5 6 |
| C. Supervision of Instruction | C. 1 2 3 4 5 6 |
| D. School Law | D. 1 2 3 4 5 6 |
| E. School Finance | E. 1 2 3 4 5 6 |
| F. Educational Statistics | F. 1 2 3 4 5 6 |
| G. Research Design | G. 1 2 3 4 5 6 |
| H. Professional Project | H. 1 2 3 4 5 6 |
| I. General School Curriculum | I. 1 2 3 4 5 6 |
| J. Introduction to Counseling | J. 1 2 3 4 5 6 |
| K. Professional & Public Relations in Education | K. 1 2 3 4 5 6 |
| L. Internship | L. 1 2 3 4 5 6 |
| M. Comprehensive Examination | M. 1 2 3 4 5 6 |
| N. Advanced School Management | N. 1 2 3 4 5 6 |
| O. Advanced School Administration | O. 1 2 3 4 5 6 |

13. Are there any areas that should be added to the program?

14. Are there any areas that should be deleted from the program?

15. List the elective courses that you found most valuable:

16. List the elective courses that you found least valuable:

17. Were you given an opportunity to plan your own Program? If your answer is No please indicate WHY.

18. Were you given an opportunity to select your own advisor and committee? If your answer is No, please indicate WHY.

19. Do you have any additional suggestions for the improvement of the Secondary School Principalship Program?

20. COMMENTS:

21. Do you desire an abstract of the findings? _____

YES

NO

APPENDIX C

—Montana State University—

Bozeman, Montana 59715

Tel. 406-994-4933

Department of Educational Services

June 6, 1975

Address of Respondent

Dear Mr. _____:

The questionnaire mailed to you concerning the MSU Secondary School Administration Program has not been received yet.

As was pointed out in the original cover letter, the population of this study is limited; therefore, your immediate personal response is absolutely essential. Please take a few minutes of your time to complete and return the survey today.

A duplicate copy of the instrument and another self-addressed, stamped envelope are included for your convenience.

If you have already sent back the questionnaire, please disregard this reminder.

Thank you very much for your cooperation in this matter.

Sincerely,

R. J. Shutley

APPENDIX D

—Montana State University—

Bozeman, Montana 59715

Tel. 406-994-4933

Department of Educational Services

June 6, 1975

Address of Respondent

Dear Mr. _____:

I assume that you did not respond to my telephone request asking you to return your survey of Secondary School Administration graduates because you have misplaced your questionnaire. For your convenience, therefore, I have included another instrument and another self-addressed, stamped envelope.

Please give your immediate attention to this matter.

Thank you,

R. J. Shutey