



An evaluative study of the masters degree program in school administration at Montana State University : an appraisal by the graduates  
by James McKinnon Pannier

A doctorate submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION Approved: Head, Major Department •txJL Tl yR Chairman,  
Examining Committee om^itt' Graduate YDean MONTANA STATE UNIVERSITY Bozeman,  
Montana August, 1971  
Montana State University  
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**Abstract:**

This evaluative study of the Masters of Education Degree Program in - School Administration at Montana State University was designed to obtain feedback from the graduates to determine their career development-patterns , their opinions as to the strengths and weaknesses, of the curriculum they received, and their suggestions for improving the program.

A normative survey method of research was utilized for this study since the respondents were scattered over a wide geographical area. One hundred eighty-three graduates were identified who received a Masters Degree in School Administration between June, 1955 and June, 1969. Current addresses were obtained on 149 of the graduates and they constituted the population of the study.

A 75 per cent return (112 graduates) was experienced on the instrument. Graduate Record Examination and grade point average scores were secured on all graduates for whom these data were available in an effort -to determine the representativeness of the sample. Neither the mean GRE or GPA scores of the respondents differed significantly from the mean scores of the total population by use of the t-test at the .05 level of significance.

The returned instruments were separated and tallied into early (1955-1964) and recent (1965-1969) graduates. This was done under the assumption that the more recent graduates opinions more adequately reflected conditions of the immediate past and should be considered separately in reporting the findings.

The. results of the research were tabulated and presented utilizing descriptive statistical analysis.

Among the important conclusions derived from the study were: (1) The-Masters Degree Program in School Administration at Montana State University is well accepted by the graduates.

(-2) The number of graduates completing their course work all in summer sessions seems to be increasing slightly.

(3) An administrative internship was considered a valuable experience in' the student's preparation program.

(4) Consideration should be given to establishing minimum scores on the verbal and quantitative segments of the Graduate Record Examination.

(5) . Consideration should be given to incorporate greater information on management and budget systems in education.

(6) There seems to be a more positive attitude among recent graduates concerning the value of the written comprehensive examination and the preparation of the professional paper.

(7) There were no apparent differences in the way the early and recent graduates ranked the value of courses which were a part of their programs, the potential value of courses which were not a part of their programs; most important courses; and least valuable courses.

AN EVALUATIVE STUDY OF THE MASTERS DEGREE PROGRAM IN SCHOOL  
ADMINISTRATION AT MONTANA STATE UNIVERSITY -  
AN APPRAISAL BY THE GRADUATES

by

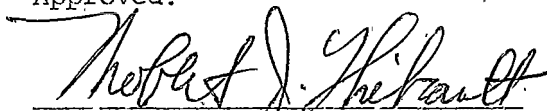
JAMES MCKINNON PANNIER


A doctorate submitted to the Graduate Faculty in partial  
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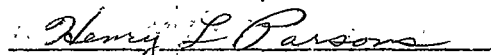
of

DOCTOR OF EDUCATION

Approved:

  
Head, Major Department

  
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Graduate Dean

MONTANA STATE UNIVERSITY  
Bozeman, Montana

August, 1971

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Deepest appreciation is extended to my wife, Bonnalyn and son Eric for their support, encouragement and patience during the long periods of review, research and composition of the paper.

With the hope that these pages will reveal some of the satisfaction that the study of the Masters Degree Program in Educational Administration at Montana State University has brought to me, I offer this thesis.

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## ABSTRACT

This evaluative study of the Masters of Education Degree Program in School Administration at Montana State University was designed to obtain feedback from the graduates to determine their career development patterns, their opinions as to the strengths and weaknesses of the curriculum they received, and their suggestions for improving the program.

A normative survey method of research was utilized for this study since the respondents were scattered over a wide geographical area. One hundred eighty-three graduates were identified who received a Masters Degree in School Administration between June, 1955 and June, 1969. Current addresses were obtained on 149 of the graduates and they constituted the population of the study.

A 75 per cent return (112 graduates) was experienced on the instrument. Graduate Record Examination and grade point average scores were secured on all graduates for whom these data were available in an effort to determine the representativeness of the sample. Neither the mean GRE or GPA scores of the respondents differed significantly from the mean scores of the total population by use of the t-test at the .05 level of significance.

The returned instruments were separated and tallied into early (1955-1964) and recent (1965-1969) graduates. This was done under the assumption that the more recent graduates opinions more adequately reflected conditions of the immediate past and should be considered separately in reporting the findings.

The results of the research were tabulated and presented utilizing descriptive statistical analysis.

Among the important conclusions derived from the study were:

(1) The Masters Degree Program in School Administration at Montana State University is well accepted by the graduates.

(2) The number of graduates completing their course work all in summer sessions seems to be increasing slightly.

(3) An administrative internship was considered a valuable experience in the student's preparation program.

(4) Consideration should be given to establishing minimum scores on the verbal and quantitative segments of the Graduate Record Examination.

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## Chapter 1

### THE PROBLEM

#### Introduction

The excellence of a university's graduate college ultimately depends upon the excellence of its components. It should be the task of each department to provide graduate students with a program which is both meaningful and relevant. Each graduate department furthermore has the responsibility and the obligation to be continuously evaluating its program if it desires to maintain its position of strength in the field and stay abreast of the needs of society.

The field of educational administration is the case in point. During the middle 1950's considerable discontent was evident concerning what colleges and universities were doing in preparing school administrators. Prior to this time administrative courses were largely folklore experiences recounted to students in summer sessions, with very little effort toward research into the process or theory of administration.<sup>1</sup>

The following comment is indicative of the attitude held by many within the profession concerning the preparation programs in school

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<sup>1</sup>Hollis A. Moore, Jr., "The Ferment in School Administration," Sixty-third Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1964), p. 11.

administration:

Preparation programs over three or four decades have been developed with too little relevance to the difficulties of the position and the preparation essential to it.<sup>2</sup>

Despite the many critics there were many members of the profession who were attempting to improve the quality of preparation programs.

No endeavor to improve school administration received more attention than the search for a theory of administration. These efforts were rooted deeply in the behavioral sciences. During World War II, social scientists, supported by federal funds, conducted many research projects involving military personnel. These efforts lead to new knowledge and to new theories. Following the war, the social scientists began to turn their attention to the role of theory in the study of administration. By 1955, leaders in school administration, dissatisfied with the results of traditional approaches to the study of school administration, began to explore an inter-disciplinary approach.<sup>3</sup> In 1955, Coladari and Getzels published a monograph entitled The Use of Theory in Educational Administration. Two years later, under the auspices of the National Conference of Professors of Education Administration, Campbell and Gregg

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<sup>2</sup>Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Administration - Concepts, Practices and Issues (Englewood Cliffs: Prentice Hall, Inc., 1959), p. 1.

<sup>3</sup>Andrew W. Halpin (ed.), Administrative Theory in Education (Danville: Interstate Printers and Publishers, 1958), p. xi.

attempted to synthesize research findings in Administrative Behavior in Education. In 1959, Griffiths, in a monograph entitled Administrative Theory, was able to identify and describe eight theories of administration.<sup>4</sup>

The new approach to the study of school administration was characterized by the following statement:

Educational administration has undergone a radical change within the past few years. From a narrow strictly factual approach, attention is being directed to the theory of administration. Administrators are beginning to ask "why" rather than "what".<sup>5</sup>

As a result of schools of administration accepting theory as a viable approach to both the study and practice of administration significant program changes took place. There were changes from a practical orientation to a theoretical one, from a single discipline to a multi-disciplinary approach, and from a technical orientation to a general one.<sup>6</sup>

Today departments are aware of their responsibility for continued

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<sup>4</sup>Roald F. Campbell, Luvern L. Cunningham, and Roderick F. McPhee, The Organization and Control of American Schools (Columbus: Charles E. Merrill Books, Inc. 1965), p. 205.

<sup>5</sup>John T. Travers, "Leadership and Administration," The American School Board Journal, 141:38, September, 1960.

<sup>6</sup>Donald J. Leu and Herbert C. Rudman, Preparation Programs for School Administrators, Seventh U.C.E.A. Career Development Seminar (East Lansing: Office of Research and Publications, College of Education, Michigan State University, 1963), p. 35.

research and development of programs which prepare school administrators to function effectively and with flexibility in today's changing and complex school environment.

A most valuable index into how successful a graduate department has been in meeting societies needs can be provided by the graduates of the program who are practicing in the field. The demands and responsibilities required in the day-to-day operation of a graduate's position enables him to recognize those areas of his graduate preparation which have proven most beneficial in the successful performance of his occupation.

Cocking emphasized the important role of the school administrator in evaluating preparation programs in the following statement:

The administrator has a responsibility for the preparation of people for his profession . . . his experience on the job alerts him to its ever changing nature. He becomes aware of the abilities it requires. He analyzes himself and his own preparation. He knows the gaps in that preparation, he has ideas how preparation could be improved . . . the school administrator, too, is in a good position to serve as a guide to the university. He can be valuable in helping to evaluate its program.<sup>7</sup>

While the graduate may furnish significant information as to how successfully his graduate program equipped him to encounter the responsibilities of his position, his personal background, as well as his educa-

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<sup>7</sup>Walter D. Cocking, "Selecting Potential School Administrators," The School Executive, 15:7, October, 1955.

tion and professional experience can also provide a reservoir of data in determining his occupational and career development pattern.

William C. Mitchell emphasized the need for more accurate information and understanding of occupational role and career development by pointing out that:

An important subject for behavioral research is the interplay between organizational structure and personality, between the particular conditions or demands of given occupations and their development and the kinds of skills and accommodations that an individual needs to have and make.<sup>8</sup>

#### Statement of the Problem

The purpose of this study is to obtain feedback from the graduates of Montana State University's Masters Degree Program in Educational Administration in an effort to determine their opinions concerning the strengths and weaknesses of the program they received. On the basis of these opinions it is the further purpose of the study to formulate conclusions and recommendations that will be of assistance to the Department of Educational Services at Montana State University in improving its program in School Administration at the Masters Degree level.

#### Procedure

In order to execute the aforementioned purpose of this study, it

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<sup>8</sup>William C. Mitchell, "Occupational Role Strains: The American Elective Public Official," Administrative Science Quarterly, 16:210, September, 1958.

was necessary to identify all of the graduates of Montana State University who received a Masters of Education Degree in Educational Administration from June, 1955 to August of 1969. Addresses for each graduate were secured from the Montana State University Alumni Office.

A normative survey method of research was utilized for this study. Due to the diverse geographical location of the participants, the desired information was gathered by the use of a closed form questionnaire. Carter V. Good, in his book Introduction to Educational Research, considers the closed form questionnaire the most appropriate when the investigator's objective is to classify the respondents, when there is little question as to the adequacy of the respondents information, and when the respondents opinions on the topic are well structured.<sup>9</sup>

A letter calling attention to the questionnaire with a special appeal for cooperation was mailed two weeks after the initial mailing. The letter included a second copy of the questionnaire and a return self-addressed stamped envelope.

Four weeks following the first mailing a third communication was sent to the non-respondents. The cover letter once again requested their cooperation and an enclosed post card enabled the individual to indicate if he was: (1) unable to participate; (2) needed another questionnaire;

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<sup>9</sup>Carter V. Good, Introduction to Educational Research (New York: Appleton Century Crafts, Inc., 1959), p. 108.

(3) had mailed his questionnaire, or (4) that the questionnaire would be mailed shortly.

The investigation concentrated on three major areas: (1) Career Development Pattern: The graduates' professional development. (2) Program Evaluation: The graduates' opinions of the preparatory program in school administration. (3) Suggestions for improving the program in educational administration at Montana State University.

Part I of the instrument\* was designed to obtain present status and position of the graduates, as well as their career development patterns.

Part II of the instrument\* was structured to determine the value of courses and other components of the Masters Program in Educational Administration as well as suggestions for improving this program.

The results of the research were tabulated and presented utilizing descriptive statistical analysis.

#### Delimitation of the Study

This study was delimited to 149 Masters of Education Degree graduates in educational administration at Montana State University between June of 1955 to August of 1969.

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\* Refer to Appendix A, p. 129



### Definition of Terms

In this study terms were used with specific meanings. They are defined below:

- (1) Evaluative is used to refer to the process of determining the value or merit of the program through the procedure of interpreting the data from graduates.
- (2) Department is used to refer to the Department of Educational Services within the College of Education, at Montana State University.
- (3) Program is used to refer to the graduate program leading to a Masters of Education Degree in Educational Administration at Montana State University.
- (4) Respondent is used to refer to a graduate of the Masters Program in Educational Administration at Montana State University who completed and returned a questionnaire used in this study.

### Major Assumptions

The major assumptions of this study were:

- (1) Graduates of a department are capable of helping to evaluate that department's program.
- (2) The normative survey method utilizing a closed form questionnaire offers a practical means to secure

valuable information for improving the Masters  
Degree Program in School Administration at  
Montana State University.

### Significance of the Study

The evaluation and appraisal of the Masters Degree Program in Educational Administration at Montana State University is a constant challenge faced by the Department of Educational Services and the College of Education. However, at the present time the department is not utilizing a great deal of feedback from the graduates of the program. A knowledge of the elements of quality and dissatisfaction the graduates have of their program now that they are actually on the job will provide valuable information in strengthening Montana State University's program.

The importance of continual evaluation of graduate programs in terms of meeting the needs of society is of paramount importance. This is especially true in educational administration, for the men and women who accept administrative positions need to possess the educational leadership for their school or district and all the students it serves. With the rapid advancements which have characterized education during the past several years, it is imperative that the graduate school attempt to provide the most up-to-date and relevant programs possible for its students.

This study will also be of significance inasmuch as it will:

- (1) Assist in the identification of important trends and

possible implications in educational administration.

- (2) Assist in the identification of needed skills and competencies for educational administrators.
- (3) Assist professors in the guidance and advisement of graduate students.
- (4) Assist other graduate programs at Montana State University, as well as other universities, by providing direction for follow-up studies of a similar nature.

Primarily, this study is derived from a recognition that continuing, informal evaluation of the preparatory program at colleges and universities is not sufficiently comprehensive.

Secondly, this study will provide information on the occupational career development of graduates of Montana State University's Masters Degree Program in School Administration.

Thirdly, this study will be of significance, not only for the information it provides, but also for problems requiring additional study which may be revealed.

#### Organization of the Study

A review of related literature including position papers and a survey of related studies is presented in Chapter 2. An explanation of the instrument, the procedures used in conducting the study and the analysis of data is discussed in Chapter 3. The data gathered for the evaluation of the Masters Degree Program in School Administration at the

Montana State University was analyzed and the findings are reported in Chapter 4. The summary conclusions and recommendations of the study are presented in Chapter 5.

## Chapter 2

### REVIEW OF RELATED LITERATURE

Since the establishment of graduate schools in America in 1876, there has been an ever increasing demand for institutions to undergo self-appraisal in order to re-establish goals and objectives as well as to determine the effectiveness of curricula. In an effort to accomplish this task, an institution must be concerned with its graduates since, frequently colleges and universities are measured by the status, competency and success of their alumni. MacLean has expressed it this way:

The alumni and ex-students are our products. Only from them can we learn what they got from us, what we did to and for them that was right, wrong, of in consequence, fruitful or wasteful. Only by learning these things can we reshape the program of higher education in America so that it may function, be effective, and win continued support. Only thus can we learn what to cut out of present programs and what to put into future ones.<sup>10</sup>

The importance of continually evaluating a university's programs as well as incorporating alumni input are then imperative to program improvement. Many of the basic concepts utilized in this study were derived from the following review of related literature.

The chapter is divided into two parts. The first portion includes a review of position papers related to preparatory programs in the area

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<sup>10</sup> Charles Pace, They Went to College, with Forward by Malcolm MacLean (Minneapolis: University of Minnesota Press, 1941), p. xi.

of educational administration. The remainder of the chapter is devoted to a survey of related studies. Those studies reported are all directly associated with preparation programs in school administration.

#### Review of Related Position Papers

During the past two decades numerous developments have occurred which have significantly altered the philosophy and practice of departments of educational administration. As expressed by Jack A. Culbertson:

To be sure much remains to be achieved in attaining appropriate balance and needed depth in preparatory programs. Efforts to organize content which would update educational purposes and logically relate them to national goals are needed.<sup>11</sup>

In 1958, the Committee for the Advancement of School Administration in a report, Something To Steer By, proposed the following characteristics of a program of preparation for superintendents:

1. There is a core of study material as well as many common skills which are needed by persons in all school administrative positions. Preparation for the superintendency will not be distinguishable at this stage of study from preparation for principalship or departmental director. However, since some skills are peculiar to the superintendency, and others exclusive to the principalship, a preparation program must provide for special training features which care for this specialization.

2. The need for able administrators requires that programs of training be limited to those of high quality . . .

3. The program in school administration should have the characteristics of a professional school rather than the quali-

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<sup>11</sup> Jack A. Culbertson, "The Preparation of Administrators," Yearbook of Behavioral Sciences and Educational Administration (Chicago: University of Chicago Press, 1964), p. 310.

ties of graduate study in a single academic discipline.

4. Preparation for a career in school administration will require that a student devote at least one full-time, uninterrupted academic year to a planned, sequential program of preparation beyond the masters degree . . . .

5. . . . before a student launches his training for administration, the college will carefully assess his strengths and deficiencies, including his general education background, particularly in the humanities and the behavioral sciences . . . . Depth of understanding in economics and taxation, social anthropology, political science, American history and literature should be assured.

6. Training for educational administration will take an interdisciplinary approach throughout the training cycle, always, however, within the jurisdiction of a school or college of education. Many fields of learning have contributions to make to solution of educational leadership problems; these contributions can best be made when the representatives of other disciplines take an active part in teaching students of educational administration.

7. The preparation of a student's training which is carried out through discrete, three-hour courses will yield in large measure to field surveys, larger, integrated blocks of content, and seminars which draw often from several of the academically organized field of knowledge.

8. The process of administration will be stressed and opportunity will be given to try out various approaches leading to an intelligent solution to problems . . . .

9. The school administrator is a practitioner, not a researcher, and the research required of him in professional training will recognize this distinction.

10. Some--not by any means all--colleges will offer training for research specialists and instructors in educational administration as well as for practitioners.

11. The curriculum for administrators in training will include processes of working with citizen groups.

12. Preparation programs will include an opportunity for each student to participate in a community study or survey.

13. The chance for students to demonstrate skill in administration will somehow be a part of the preparation program; this should be in a situation the least artificial as possible.

14. Internships appear to be worthwhile experiences when properly supervised by the local administrator to whom the student is assigned; . . . . The student's observation of just "anything" is a haphazard approach.

15. A substantial part of the time of many faculty members will be spent in local school systems, helping and guiding students in field work.

16. Careful and continuous evaluation of each student's progress will assure guidance of the able and elimination of the inept.<sup>12</sup>

The Thirty-eighth Yearbook of the American Association of School Administrators (AASA), presented the following assumptions as guidelines for the preparation programs of administrators:

1. The community itself is an educational institution, and the school is a principal and specialized agent in the community complex.

2. Educational administration is general community administration in a very real sense, and the educational administrator should be expected to give leadership in some form to typical community agencies.

3. The school as an institution has a service relationship to the community, and the facilities and personnel of the school should be freely available to individuals and agencies of the community on a service and consultant basis.

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<sup>12</sup> Committee For Advancement of School Administration, Something To Steer By, (Washington: The American Association of School Administrators, 1958), pp. 2-5.



4. The community school coordinates its programs with other agencies through facility planning, staff development, program development, and joint servicing.

5. The sum of many disciplines constitutes the resources needed in an adequate preparatory program. This means that an institution would make available for the preparatory programs in school administration individuals and other resources from most disciplines.

6. Problems in theory need to be dealt with systematically in a structured on-campus program and then tested in the field.

7. A faculty team representing disciplines and professional fields should be responsible for planning, guiding and evaluating the program.

8. Instruction, in the main, would be carried out by small multidisciplinary teams charged with certain well-defined aspects of the program.

9. Educational administrators and other community administrators should be educated in the same core curriculum and program, but with provision made for each to have specialized practical experience and special study in areas designed to give them the specialized competencies peculiar to their job.

10. The learning experiences should result from a well-planned, well-structured formal program coupled with a well-planned, well-taught internship program involving administrative experiences in actual community situations.<sup>13</sup>

The following basic structure and sequence for preparation programs in school administration was also outlined in the Thirty-eighth Yearbook of the AASA:

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<sup>13</sup>American Association of School Administrators, Thirty-eighth Yearbook, Professional Administrators For America's Schools, (Washington: The Association, 1960), pp. 184-5.

1. A year's program of basic professional work in administration. Candidates for different professional diplomas would be intermingled in the core program. The work would deal largely with theoretical backgrounds, but instructors would require such observation, visiting, research, and laboratory work as would be needed to make the experiences meaningful.

2. A summer session of professional work in specific preparation for field experience. Groupings would be by professional groups, e.g., all candidates for educational administration would be grouped together, but the teaching team would still have multidisciplinary characteristics.

3. A minimum of a year of field experience in a situation in which genuine administrative responsibilities would be carried. The field work would be tied to the preceding work in theory. Although the field-work year would be essentially an internship, every attempt would be made to keep channels open to the core faculty so that field work would really result in an application of theory to the problem at hand. This point is stressed because a review of field-work practices reveals too little guidance and too much mis-education. There should always be a desirable blending of the thinking of the practitioner, the theorist, and the research worker. The case study method will at times be a highly effective learning device.

4. A summer session of (a) remedial work, largely individualized, (b) advanced or new theory, and (c) evaluation. Grouping would again be based on an intermingling of professional fields although there would be much individualized work.<sup>14</sup>

Utilizing this structure and sequence, substantive elements would be drawn from pertinent professions such as medicine and public health or from the disciplines. Whenever possible the discipline was to provide the method for attacking a professional problem. Methods were

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<sup>14</sup>AASA; Professional Administrators For America's Schools, pp. 188-9.

to be much more individual in nature. A faculty committee of three or four was suggested for each candidate, with one faculty member from the chosen professional area of the candidate, one from general community administration, one from a disciplinary field, and one from an area of special interest.<sup>15</sup>

Then in 1963, the American Association of School Administrators in its booklet, The Education of the School Superintendent, continued its development of the desirable nature of preparation programs for the superintendent. The AASA went on record as supporting preparation programs which emphasized the development of human growth and development and its relationship to the school situation. The statement indicated that the program of preparation for the superintendent should be broad and penetrating enough to enable him to move with confidence and effectiveness in performing the important function of over-all management through the exercise of the various skills. It appeared that the goal to be sought was the blending of course offerings and experiences into a total program of preparation. Further, it was indicated that the program should be based upon nation-wide studies and practical experiences. The responsibility of the superintendent was considered to be a totality of functions rather than a series of discrete and separate functions, and that his program of professional preparation should have a similar

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<sup>15</sup>AASA, Professional Administrators For America's Schools, p. 189.

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Three major aspects of the preparation program were emphasized:

1. Problems, developments and issues in the American culture.
2. Theory and practice in planning, organizing, and administering the program of a school system.
3. Research and evaluation, together with skill in communication, particularly as related to school-community relations.<sup>17</sup>

Several writers in the field have taken strong positions concerning preparation programs in the field of educational administration.

Among them are the following:

Culbertson, in his University Council for Educational Administration (UCEA) position paper, emphasized the importance of better-organized recruitment procedures to attract quality people for school leadership positions. He concluded that administrators must be liberally educated as well as technically competent.<sup>18</sup>

Culbertson continued his discussion concerning the preparation of administrators in the Sixty-third Yearbook of the National Society for the Study of Education. He emphasized the need to incorporate con-

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<sup>16</sup>American Association of School Administrators, The Education of a School Superintendent (Washington: The Association, 1963), pp. 14-15.

<sup>17</sup>AASA, The Education of a School Superintendent, p. 17.

<sup>18</sup>Jack A. Culbertson, The Selective Recruitment of Educational Leaders (Englewood Cliffs: Prentice Hall, Inc., 1963), p. 140.

cepts from diverse disciplines such as anthropology, economics, political science, psychology and sociology so as to enhance such administrative processes as communication, decision making, change and morale building. He further stated that leaders must ultimately rely upon basic human values that are treated more adequately in philosophy and other humanities rather than in the social sciences. Instruction in the more technical aspects of administration, such as school finance and law, were also recognized as being important. Culbertson placed considerable emphasis upon the use of case studies, simulated materials, field study and internships as means of more realistically preparing administrators.<sup>19</sup>

Shaw stated that the kinds of knowledge needed by school administrators were principally in the behavioral and social sciences. He de-emphasized the development of skills and techniques.<sup>20</sup>

Counts reiterated the importance of the social and human sciences:

. . . the school administrator should be well grounded during the period of pre-service training in these sciences--in history, anthropology, sociology, economics, government, law, social psychology and philosophy. The program should be designed, not to develop the specialist but rather the generalist who will know when to turn to the specialist for expert counsel and assistance. If the quality of decision making in education is to be improved, the resources of the social and

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<sup>19</sup> Culbertson, The Preparation of Administrators, pp. 329-30.

<sup>20</sup> Archibald B. Shaw, "Preparing Administrators," Over-view, 3:9, August, 1962.

human sciences will have to be incorporated into the process.<sup>21</sup>

McIntyre, in his UCEA position paper, emphasized that more knowledge is needed with respect to the interaction of personal variable and situational environments. In order to improve the quality and increase the quantity of administrative candidates, present selection practices need to be re-evaluated. Attempts should be made to use standards other than traditional administrative successes for identifying and recruiting candidates. Consideration should be given to sociometrics, situational performance tests and biographical charts rather than merely depending upon interviews, rating scales or letters of recommendation.<sup>22</sup>

Reller, writing in Preparing Administrators: New Perspectives, stated:

... it may be noted that educational administration is caught up in a changing world. Such forces as demographic changes, technological changes, increasing mobility, extension of communication, intensifying contacts between diverse people, extension of governmental interest and action, and increasing value attached to research, operate to fashion a new setting within which the public school must function. The new administrator must be aware of and be able to provide leadership within this setting.<sup>23</sup>

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<sup>21</sup>George S. Counts, "Decision Making in American Education," Education Digest, 20:8, October, 1954.

<sup>22</sup>Kenneth E. McIntyre, Selection of Educational Administrators (Austin: University of Texas, 1963), p. 19.

<sup>23</sup>Theodore L. Reller, A Comprehensive Program for the Preparation of Administrators (Columbus: The University Council for Educational Administration, 1963), pp. 108-9.

Reller made the following comments concerning the qualifications of the administrators:

Specifically, this educator will need a high level of competency (knowledge, technical skills, conceptual ability, human or leadership skills) in the following areas:

1. The changing world, and the forces at work within it.
2. Culture and education in societies other than his own--with strength in at least one other.
3. Historical and philosophical backgrounds and sociological conditions of his own society.
4. The local community, its composition, and the forces at work in it; community organization, how various institutions may cooperate in their efforts.
5. Human growth and development.
6. The process of education.
7. The organization and functioning of formal education and its relation to informal.
8. Large-scale organization, theory and practice of administrative organization, structure, functioning in general (i.e., in other selected areas) and in education in particular.
9. The behavioral sciences and their contributions to an understanding both of the individual and of groups (large and small), leadership, power, authority, motivation, and change.
10. The character and potentialities of research; research design, administration and utilization as applied to a wide variety of issues in education and related areas.<sup>24</sup>

The evolving nature of the task of school administration was summarized by the American Association of School Administrators as they set

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<sup>24</sup>Reller, p. 110.

forth the following suggestions for preparatory programs for school administrators:

The program of professional preparation for the school superintendent should be supported by content from the fields of economics, taxation, and related finance; political science and anthropology and sociology and psychology, plus a good overview of philosophy, literature and history. The program should lead to a thorough understanding of human relationships and personnel policies, public relations problems and procedures, principles and practices in supervision, and essentials in school design. In addition, it would include preparation in curriculum planning and in selecting of instructional materials. It is upon these and other disciplines and bodies of practical experiences that the total program of professional preparation should be based if the over-all competence and leadership qualities necessary to directing a school system are to be developed.<sup>25</sup>

One can generalize from the several authorities cited that among the component parts of a strong preparatory program in school administration should be: (1) The de-emphasis on skill and technique development, with increased attention being given to the behavioral sciences. (2) The development of leadership and communication ability so as to deal more successfully with people both in and outside the institution. (3) The development of a generalist, rather than a specialist, who will, when necessary, turn to the expert for counsel. (4) A greater blending of theory and practice. (5) The increased use of the case study and the internship to more realistically prepare administrators. (6) Greater consideration of the evaluative means incorporated in the identification

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<sup>25</sup>AASA, The Education of a School Superintendent, p. 18.



and selection of potential administrators.

### Review of Related Studies

The remainder of this chapter is devoted to a presentation of a sample of investigations whose main purpose was to appraise and assess preparatory programs in school administration. The studies were selected because of their similar nature to this study, including the fact that they dealt with masters degree programs and graduates.

### Sharpe's Study

Donald Martin Sharpe completed a follow-up study of former graduate students of the College of Education at the University of Illinois, under the advisement of J. Lloyd Trump.

Sharpe cited three interrelated purposes of the study. They were: (1) to improve the liaison between the College of Education and its advanced degree graduates; (2) to discover what these graduates were doing, what problems they had experienced, and some of the attitudes they held; and (3) to learn how these graduates evaluated the graduate program for the College of Education at the University of Illinois, and what suggestions they had for its improvement. The study was concerned with all persons who had received their masters degree in education from the University of Illinois for the period, January, 1939 to December, 1948, and with all persons participating in the advanced degree program who had earned three or more units beyond the masters degree during that

ten-year period.<sup>26</sup>

Input was obtained from 1267 persons representing sixty-four per cent of those eligible to participate in the study. The questionnaire was the primary instrument used to secure the data.<sup>27</sup>

Sharpe made a careful survey of the questionnaires used in other studies before constructing his instrument. A comprehensive file of possible questions was made from the survey. Each member of the faculty of the College of Education was asked to participate in the construction of the questionnaire by taking the list of questions prepared by Sharpe and suggesting changes, deletions, and/or additions. Sharpe then constructed the questionnaire incorporating into it the faculties' suggestions. The instrument was also submitted to an advanced graduate seminar for additional suggestions. Finally, the questionnaire was checked by the advisor and by the Dean of the School of Education. A pilot-study was conducted with fifteen graduate students who contributed further to its refinement. The instrument was given a final revision by Sharpe and printed for mailing.<sup>28</sup>

Questions asked on the questionnaire were listed under the follow-

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<sup>26</sup>Donald M. Sharpe, "A Follow-up Study of Former Graduate Students of the College of Education, University of Illinois" (Unpublished Doctor's Dissertation, University of Illinois, 1949), pp. 5-8.

<sup>27</sup>Sharpe, p. 6.

<sup>28</sup>Sharpe, pp. 15-16.

ing eight headings:

1. Education and Experience
2. The Graduate Program
3. Evaluation of The Best Graduate Course in Education Taken at The University of Illinois
4. Evaluation of The Poorest Graduate Course in Education Taken at The University of Illinois
5. Contacts With The College of Education, University of Illinois, and With The Committee on The Appointment of Teachers
6. Your Work and Your Problems
7. (Reserved for comments or suggestions on number six)
8. Follow-up Study--Supplement For Students Who Have Participated in the Ed.M. or Ed.D. Degree Program<sup>29</sup>

Sharpe found from an analysis of the data: (1) that persons holding graduate degrees in education from the University of Illinois had normal, if somewhat busy, lives holding positions of leadership in the community, reading at least two professional magazines, a news magazine and a digest or fictional magazine; (2) that, generally, graduates were of the opinion that they had solved their problems without great difficulty, had financial security, had leisure time, and (3) that most graduates were of the opinion that they were adequately prepared professionally. Sharpe concluded that the graduates holding

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<sup>29</sup>Sharpe, pp. 396-412.

degrees in Education from the University of Illinois seemed to be of the opinion that their training program had prepared them for the professional responsibilities they had been called upon to discharge.<sup>30</sup>

On the basis of the findings in the study, Sharpe concluded that the College of Education at the University of Illinois should take the following action to strengthen the preparation program for school administrators:

1. Facilitate the application of theory. Relate training to real life situations, by maintaining high standards of scholarship, by providing supervised practice in actual school situations; by exemplifying approved methods of instruction in the graduate classroom, and by emphasizing professional competence.

2. Develop a functional guidance program. A policy should be formulated with respect to the guidance program, by strengthening the guidance staff, by arranging for implementation of the guidance policy, by broadening the scope of the guidance program by continuous evaluation of the program, and by relating the placement service to the guidance service.

3. Provide closer student staff relationships. Facilitate informal contacts between students and staff members and supplement class meetings with conferences or discussion groups.

4. Develop a more integrated program. It was suggested by Sharpe that the common core of educational experience in education should include, in addition to Educational Philosophy and Educational Psychology, work in guidance and curriculum, the common core subjects to be taken by all students. Duplicating and overlapping should be eliminated, elective courses should be truly specialized, there should be a wider selection of specialized courses in all areas, the total needs of the students should be recognized, and the dissertation requirement should be critically examined.

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<sup>30</sup> Sharpe, pp. 316-17.

5. Implications of the five-year program for teacher training should be carefully examined before adoption.

6. The field services should be extended. Such action would help the graduates maintain a close relationship with the public schools. Steps to facilitate extension of the field services should include: (a) a continuous follow-up service; (b) enlargement of the extramural program; (c) distribution of a newsletter to graduates; (d) publication of a professional journal devoted to in-service growth; (e) development of a more aggressive placement service; and supplementation of the services to the Bureau of Research.

7. Educational frontiers should be explored and research should be stimulated.<sup>31</sup>

#### Beyers' Study

The study carried out by William E. Beyers at the University of Pittsburgh was to determine the degree to which the University of Pittsburgh's program of graduate training in educational administration was providing the educational leader with the professional competency needed for the job.<sup>32</sup>

Beyers used a normative survey method of research for the study, which included the following techniques:

1. Interviews were held with participants in the study.
2. The opinions of outstanding individuals and groups were collected in the form of lists of leadership competencies in educational administration.

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<sup>31</sup> Sharpe, pp. 319-27.

<sup>32</sup> William E. Beyers, "An Appraisal of the Graduate Program of Educational Administration at the University of Pittsburgh" (unpublished Doctor's dissertation, The University of Pittsburg, 1954), p. 1.

3. An appraisal instrument was developed and used in a try-out study with selected individuals from the group of participants.

4. A questionnaire was used in polling the participants in the study.

5. The degree of central tendency was the statistical procedure used in analyzing the data. The mean or arithmetic average, was the only measure of central tendency employed since statistical accuracy was not needed beyond that point.

6. A ranking technique was used to determine the strengths and weaknesses of the program.<sup>33</sup>

The questionnaire consisted, primarily, of a list of eighty-six competencies considered to be desirable abilities and knowledge the school administrators should possess. The list resulted from the consolidation of all lists Beyers obtained through a search of the literature.<sup>34</sup> There were 478 participants in the study. They were divided into three groups. Those in Group I had reached the masters level in school administration. Those in Group II were approaching the doctoral level of study in school administration; and Group III was composed of those who had completed the Doctor of Education degree or the Doctor of Philosophy degree in school administration during the ten year period prior to the study.<sup>35</sup> The percentage of returns from all groups combined was sixty-five per cent.<sup>36</sup>

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<sup>33</sup>Beyers, p. 17.

<sup>34</sup>Beyers, p. 28.

<sup>35</sup>Beyers, p. 36-8.

<sup>36</sup>Beyers, p. 51.

From an analysis of the data, Beyers made the following conclusions:

1. A definite effort was being made to list the competencies needed by the leader in education for effective administration of the education program of the local school system.

2. The total number and variety of individuals who participated in the appraisal study represented a fair sampling of any similar national group, considering such factors as sex, age, marital status, and number of children. The number of hours of graduate work completed, surpassed other national groups in terms of their professional training.

3. A summary of the graduate credits of the participants showed that the median person in the study who had finished the program had had a commendable coverage of associated areas of advanced training in: administration, secondary education, elementary education, general education, educational research, psychology, supervision, and vocational education. On the other hand, those with only one year of graduate training were weak in administration, research, and in psychology.<sup>37</sup>

On the basis of the findings and conclusions of the study, Beyers made the following recommendations:

1. The guidance and counseling services for graduate students in educational administration should be carefully analyzed. There should be provided a definite, required series of counseling and guidance experiences for all graduate students in educational administration.

2. The background of every beginning graduate student in educational administration should be analyzed to determine: (a) his previous training; (b) his previous experience, educational and otherwise; (c) his purpose or goal; and (d) his total potentialities as a leader in education.

3. All graduate students should be required to take specific training in the general area of the American and World Scene and their relationships to public education.

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<sup>37</sup>Beyers, pp. 216-17.

4. The present training program for educational leaders should be examined in light of the experiences provided in the general area of sociology.
5. Specific courses in the related disciplines of psychology, sociology, public health, political science, and economics should be examined to see if any effort is made to relate the content and experiences of these fields to education.
6. Training in the general area of instruction should be provided for any graduate student in educational administration whose background may have been weak in this area.
7. Definite plans should be made to utilize the principles of successful group processes.
8. Supervised training in public speaking should be required to all graduate students in educational administration.
9. Some additional writing experiences in education seem to be desirable for educational leaders. Suggested were:  
(a) planned series of attractive bulletins to parents; (b) regular written communication to school personnel; (c) written announcements to pupils; (d) news items, articles, and announcements for school papers, newspapers, radio, and television; and (e) monthly, special, and annual reports to the Board of Education.
10. School law or the legal principles of education should be a required field of study for all leaders in education.
11. Additional experiences in workshops, conferences, and conventions should be included in the training of educational leaders.
12. Research training for leaders in education might well be reorganized to include more social research, action studies, case studies, and operational analyses.
13. Library facilities should be examined carefully with respect to the special needs of the graduate student in educational administration, or in other fields of advanced study.
14. Additional attention should be given to training in the development of planned programs of in-service training for personnel in the local school systems.



15. Graduate training for educational leaders should be coordinated as much as possible with the total accumulated knowledge and experiences of industry, business and other institutions in the Pittsburgh area.

16. Progressive details of erecting a new school plant may be a training area of vital concern to the leader in education in light of the present and future building possibilities in most local school districts.<sup>38</sup>

### Garrison's Study

Martin Byron Garrison's study concerned the preparation program in educational administration at George Peabody College For Teachers. The purpose of the study was to survey and to analyze the status of the graduate preparation program and to determine the strengths and weaknesses of the program.<sup>39</sup>

Garrison used the following procedures:

1. Analyzed courses offered in the preparation program to determine duplication of topics covered;
2. Analyzed courses offered in the preparation program to determine topics omitted from the total program;
3. Examined materials and methods of the instructional program to determine strengths and weaknesses;
4. Analyzed the program with a view to determining its helpfulness to graduates in the solution of school administration problems encountered on the job;

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<sup>38</sup>Beyers, pp. 224-28.

<sup>39</sup>Martin B. Garrison, "An Analysis of the Preparation Program in Educational Administration at George Peabody College For Teachers" (unpublished Doctor's dissertation, George Peabody College For Teachers, 1956), p. 1.























































































































































































































































