

AN APPRAISAL OF GRADUATE
PROGRAMS IN ADMINISTRATION
AND SUPERVISION AT AUSTIN
PEAY STATE UNIVERSITY

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IN ADMINISTRATION AND SUPERVISION
AT AUSTIN PEAY STATE UNIVERSITY

An Abstract
Presented to
The Graduate Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Education Specialist

by
Ronald Keith Taylor
August, 1980

ABSTRACT

The problem of this field study was to obtain, organize and present data of a stratified random sample from graduates who were in the administration and supervision programs at Austin Peay State University, in order to determine the effectiveness of academic preparation in public school administration and supervision as perceived by the programs' graduates.

The purposes of this study were to: (1) ascertain the extent to which the graduates perceived the courses of instruction in their academic preparation as relevant to subsequent educational administrative functions and roles; (2) obtain perceptions from the graduates concerning their acquisitions of competencies and useful professional knowledge while pursuing a degree in administration and/or supervision; (3) examine relationships between certain demographic groups and their perceived competencies and curricular evaluations; (4) present conclusions and recommendations based on the findings that assist the education faculty in their continuous evaluation, revision, and improvement of the administration and supervision programs; (5) provide data for the self-study committees of SACS and NCATE; and (6) provide a questionnaire and follow-up model by which the department of education may maintain communication with its administration and supervision graduates.

To obtain this information, a cover letter and a questionnaire, along with a stamped, self-addressed return envelope, were mailed to a selected random sample of one hundred graduates. Sixty usable responses were received and analyzed, and the data were included in this study.

This research resulted in the following findings:

(1) All sixty respondents had M.A. Ed. degrees while only thirteen or 21.7 percent had Ed.S. degrees; (2) thirty-six or 60.0 percent of the respondents were males and twenty-four or 40.0 percent were females; (3) a majority of the respondents had earned two or more endorsements which were mostly initial endorsements in the areas of secondary principal and secondary supervisor; (4) twenty-nine or 48.3 percent of the respondents taught at the elementary or secondary level while only seventeen or 28.3 percent of the respondents were employed in administrative or supervisory positions. Of those respondents employed in administrative or supervisory positions seventeen or 76.5 percent were men; (5) most of the respondents had eight to twelve years experience in education while the rest were scattered among the three other categories; (6) school law, school and community leadership, and supervision of instruction were rated the most important courses that contributed to the respondents' professional development, while research, trends and strategies in evaluation, and behavioral studies outside of the education department were the courses perceived as contributing least to the respondents' professional development; (7) the competencies

for both the principal and supervisor were ranked above average as perceived by the respondents; and (8) the six hypotheses tested, using Pearson's Product Moment Coefficient Correlation, were not rejected at the .05 level of significance. There were no significant relationships found between type of degree, gender, practicing and non-practicing administrators and supervisors, or levels of experience when evaluating the program competencies or the courses in the administration and supervision curricula.

The major conclusion drawn from this study was that the education department has sufficiently met the overall goals and objectives of the graduate programs in administration and supervision in effectively preparing students academically, to meet the challenges and demands of the public school administrator or supervisor.

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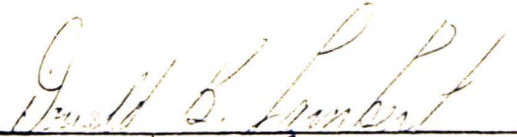
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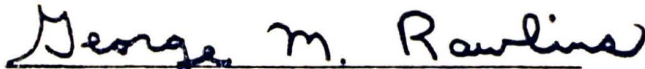
To the Graduate Council:

I am submitting herewith a Field Study written by Ronald Keith Taylor entitled "An Appraisal of Graduate Programs in Administration and Supervision at Austin Peay State University." I recommend that it be accepted in partial fulfillment of the requirements for the Specialist in Education degree.

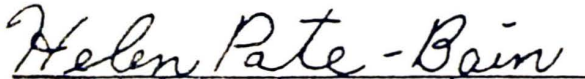


Major Professor

We have read this field study
and recommend its acceptance:

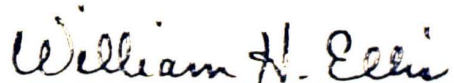


Second Committee Member



Third Committee Member

Accepted for the Graduate
Council:



Dean of the Graduate School

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Chapter I

RATIONALE FOR THE STUDY

Evaluation of educational programs at the graduate level has been important and necessary to meet the needs and demands of today's changing society and better prepare students to meet those challenges. New insights have evolved into changing curriculum, through re-evaluating and redefining of objectives, improving teaching methods, and by providing better physical facilities and resources. This has been a philosophy that the Department of Education, Austin Peay State University, adheres to and it has continuously re-evaluated its programs to meet the perpetual changes in the educational environment.

One method to evaluate graduate programs, facilities, equipment, and instruction has been to use the follow-up study. This particular type of study has been a direct method by which an institution may evaluate the effectiveness of its educational program through its product--the graduate. An important aspect of a follow-up study was that graduates of a particular program have attitudes toward and feelings about certain aspects of the program from which they graduated. These graduates have revealed serious weaknesses as well as beneficial strengths that have been

inherent in a program. They have been able to offer direct assistance leading to the redesigning of a course, development of new courses or the emphasis and/or de-emphasis of certain aspects of the program. It should be further stressed that former students of a particular program had the advantage of hindsight and could more objectively critique the program and evaluate the contribution, or lack thereof, of the courses offered in a specific curriculum.

Statement of the Problem

One of the major problems facing institutions of higher learning today, is that of measuring the effectiveness of an educational program. The problem of this investigation was to obtain, organize and present data of a stratified random sample from graduates from the Department of Education, who were in administration and supervision programs at Austin Peay State University, in order to determine the effectiveness of academic preparation in public school administration and supervision as perceived by the programs' graduates.

Purpose of Study

The purposes of this study were: (1) to ascertain the extent to which the graduates perceived the courses of instruction in their academic preparation as relevant to subsequent educational administrative function and roles;

(2) to obtain perceptions from the graduates concerning their acquisition of competencies and useful professional knowledge while pursuing a degree in administration and/or supervision; (3) to examine relationships between certain demographic groups and their perceived competencies; (4) to present conclusions and recommendations based on the findings that would assist the education faculty in their continuous evaluation, revision, improvement of the administration and supervision program; (5) to provide data for the self-study committees of the Southern Association of Colleges and Schools (SACS) and the National Council for Accreditation of Teacher Education (NCATE); (6) to provide a questionnaire and follow-up model by which the department of education may maintain communication with its administration and supervision graduates.

Significance of the Problem

Bates (1973) stated that the adequacy and effectiveness of an institution of higher education depends upon a complexity of factors: educational experiences in offered curricula, teaching faculty, learning environment and physical facilities, and the nature of the student population. The most significant factor, however, of the adequacy of programs and measures of effectiveness is the university product--the graduate. Austin Peay State University as well as other universities and colleges,

should be aware of the status, adequacy, and success of their product. Consequently, there are many institutions which periodically survey their graduates on a regular basis and use follow-up studies. Such surveys provide a means for close contact between alumni and the institution to improve programs of higher learning (Bates, 1973).

The survey instrument used in this specific study was designed to help Austin Peay State University's graduate education department appraise its present administration and supervision programs. Therefore, this study may be of value in the following ways: (1) the courses most effective for the administration and supervision programs may be identified; (2) courses which are less effective may be identified; (3) this study may contribute additional research in an area where research was needed; (4) this study may reveal competencies which are weak as perceived by graduates; (5) research suggests that follow-up studies on a year-to-year basis of graduate education are necessary if an institution of higher education is to retain a reputable professional status (Henard, 1978); this study may provide data to accrediting bodies such as NCATE which require follow-up studies of graduates; (6) this study may serve as a basis for revising the administration and supervision programs.

Methodology

The first step was to review the related literature. Next, the names and addresses of all administration and supervision graduates from the Department of Education, Austin Peay State University, for the period, June, 1971, through December, 1979, were compiled through the Graduate School, Office of Admissions and Records, and Austin Peay State University Alumni Office. There were a total of two hundred and ninety-seven graduates and from that population one hundred graduates were randomly selected using a table of random numbers. From this sample an attempt was made to determine how the graduates perceived the effectiveness of their academic preparation for either the supervisor or principalship. A questionnaire was used for this purpose.

The questionnaire and a cover letter explaining the purpose of the study were sent to each of those one hundred randomly selected graduates. A two-week time period was allowed for the return of the questionnaires. At the end of this period a follow-up letter was sent to those graduates who had not responded the first time. Sixty-six (66%) questionnaires were returned, but only sixty (60%) were usable as sources of data for this study.

As completed questionnaires came in, the data were recorded in descriptive, tabular and statistical form.

Hypotheses

The survey was designed to test the following hypotheses:

1. There is no significant relationship between males and females in responding to the program competencies.

2. There is no significant relationship between practicing principals or supervisors and non-practicing principals or supervisors in responding to the program competencies.

3. There is no significant relationship between graduates with more experience than graduates with less experience in education in responding to the program competencies.

4. There is no significant relationship between Ed.S. degree recipients and M.A. Ed. degree recipients in responding to the program competencies.

5. There is no significant relationship between practicing principals or supervisors and non-practicing principals or supervisors in evaluating the administration and supervision curricula.

6. There is no significant relationship between Ed.S. degree recipients and M.A. Ed. degree recipients in evaluating the administration and supervision curricula.

Statistical Analysis

By using coded vectors in conjunction with the Pearson Product Moment Coefficient of Correlation, the hypotheses were tested at the .05 level of significance using a two-tailed test.

Assumptions

In conducting a study of this nature, certain basic assumptions were necessary. Survey instruments are somewhat unreliable and the data are significant only to the degree they are handled accurately. Therefore, after the related literature and research studies were reviewed, the findings of this study are based on the following assumptions without testing:

1. Anonymity of the questionnaire allowed graduates to answer the questions freely and honestly without threatening repercussions.
2. The questionnaire was a valid means of measuring the program effectiveness.
3. The questionnaires returned (60%) were a representative sample of the total population as well as the total sample population selected.
4. All questionnaires not returned by the U.S. Post Office reached the graduates.
5. All the respondents understood the questions asked.

6. The graduate administration and supervision programs have been in existence long enough and have had sufficient graduates to adequately evaluate the programs' overall effectiveness.

Limitations of the Study

The following limitations were placed upon the study:

1. The population for this study was limited to one hundred randomly selected graduates from the administration and supervision programs from June, 1971, through December, 1979.
2. The survey was limited to the objectives of the study.
3. The information received from any questionnaire designed to collect data was dependent on the accuracy of the responses.
4. The items of the data collecting instrument were limited to those areas which have relevance to the following: demographic characteristics of each graduate, the graduate's rating of courses in a specific curriculum, and the perceptions of the role competencies in each program by the graduates.
5. The preparation, distribution, collection, and summarization of the data from the questionnaires was limited by the amount of time, money, and energy available.

6. The preparation and distribution of the questionnaires were limited by the material available.

7. The personal limitations of the researcher affected the analyzation, interpretation and summarization of the data received.

Definition of Terms

The following definitions are provided for a better understanding of certain words used in this study:

APSU. In this study, reference to APSU or University means Austin Peay State University, Clarksville, Tennessee.

A & S. This refers to the graduate programs in Administration and Supervision offered in the Department of Education, APSU.

Faculty. Faculty in this study was used in referring to faculty in the Department of Education, APSU.

Follow-up. This is a survey to learn what former students are doing after their academic preparation and school experience (Oppenheim, 1966).

Graduate. In this particular study, reference to graduate means the person who completed all requirements in an administration and/or supervision program which culminated in a Master's degree in education or an Education Specialist degree from Austin Peay State University, for the period June, 1971, through December, 1979.

Nonrespondent. The graduate who did not return the questionnaire.

Population. This was the total group from which the sample was selected (Weisberg and Bower, 1977).

Questionnaire. A set of questions for obtaining statistically useful or personal information from former students. The questionnaire used in this follow-up study was composed of questions relating to the administration and supervision curricula. (See Appendix B for a copy of the questionnaire.)

Respondent. The graduate who returned the questionnaire.

Sample. A part of anything presented for inspection, or shown as evidence of the quality of the whole (Oppenheim, 1966).

Survey. A survey is a form of planned collection of data for the purpose of description or prediction as a guide to action or for the purpose of analyzing the relationship between two or more variables (Oppenheim, 1966).

Survey Instrument. The questionnaire used in this study.

Organization of the Study

This study is presented in five chapters.

Chapter I serves as a rationale for the study. In it there is a section showing the introduction, the statement of the problem, the purpose and the significance of the study. Also developed in Chapter I are the methods by which data were obtained.

Chapter II presents a review of the related literature on evaluation of educational programs, techniques and methods in evaluation, the importance of follow-up studies, and academic preparation for educational administrators.

Chapter III describes the instrument used in the survey, and the survey sample and setting. It also gives a discussion of the research procedures and design.

Chapter IV contains the presentation and analysis of the data by using tables and expository passages. The findings are related to the hypotheses.

Chapter V gives a summary of the findings, the conclusions, and the recommendations for further use of the survey.

Chapter II

REVIEW OF RELATED LITERATURE

In attempting to become thoroughly acquainted with the available literature and research studies relating to graduate programs in administration and supervision, and the evaluation of them, the researcher first consulted the Thesaurus of ERIC Descriptors, and then checked the following indices under the headings of "administrator education," "curriculum evaluation," "educational administration," "evaluation," "follow-up studies," "graduate surveys," "higher education," "program evaluation," "questionnaire," "research," and "survey." The indices, dated 1970-1980, were found in the Felix A. Woodward Library, Austin Peay State University.

Current Index to Journals in Education

Dissertation Abstracts International

Educational Administration Abstracts

Resources in Education

The Education Index

The Encyclopedia of Educational Research

The search through the card catalog under the categories mentioned above provided the names of several references. Another search was made which was rather unique; the scanning of data bases through the use of an "on-line"

computer terminal. The computer operator also used the above categories to index three educational data bases which were ERIC, DAI and Wilson's Education Index. This thorough computerized search provided a multitude of references.

Although the researcher found no research study dealing specifically with the effectiveness of administration and supervision programs as perceived by former students, the literature did cite some closely related follow-up studies which provided bibliographies of research articles pertaining to the evaluation of educational programs, surveys, and the construction and interpretation of questionnaires. The closely related literature has served as the theoretical framework for this study. In the literature there have been many follow-up studies conducted and published which were mostly concerned with demographic and descriptive data of an alumni rather than concentrating largely on evaluation of academic programs. As a result, most of the studies were interested in job satisfaction, entry positions and salaries, opportunities for promotions, graduate schools, etc., but very few studies evoked responses to evaluate the effectiveness of a particular program or programs using statistical analyses. In the remainder of this chapter the writer will have discussed educational evaluation, surveys and follow-up studies, questionnaires and current academic preparation for administrators and supervisors.

Educational Evaluation

The need for continuous evaluation of administrative practices, curriculum development, and effectiveness of instruction in education is readily recognized by most educators. Planning, putting plans into operation, and appraising the results of education activities are important educational operations. Braden and Walker commented that "almost every area of education today is in the agony of a rigid analysis and evaluation." The goals, the content, and the methodology in education are being scrutinized by individuals from many fields. It is time for individuals who claim professional interest in teacher education to focus their attention on evaluating and improving education programs (Braden and Walker, 1978).

What is evaluation? Why is it important in education? In the literature, educators emphatically stated that there is a real need for evaluation today. Cummins (1976) stated in his article that "evaluation is, has been, and evermore shall be. Evaluation began in the beginning." What was the starting point for educational evaluation? Braden and Walker (1978) suggested that Ralph Tyler was the initiator as he is recognized by many as the father of modern education evaluation. In his classic text, Tyler defined evaluation as "the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction" (Bates, 1973).

Tyler's emphasis on objectives led to the publishing of many "how-to" books. As educators scurried to write well-defined objectives, psychometrists sought new methods of measurement. By the early sixties, evaluation was termed "closely related to measurement" and early in the next decade evaluation became "roughly synonymous with measurement" (Worthen and Sanders, 1973).

As applications of educational evaluation became increasingly complex, efforts were made to simplify the process through the design of general models. Stufflebeam's basic context, input, processing, and product (CIPP) model was gradually expanded by other scholars, however, until the number of boxes, circles, hexagons, and arrows began to achieve a dizzying effect (Braden and Walker, 1978). Borich and Brackett (1978) wrote,

The field of educational evaluation has been increasingly complicated in past years by the growth and development of many evaluation models. Some of these models may only confuse evaluators by suggesting different approaches and by using diverse terminologies purported to be applicable to the same kinds of problems.

The continuing development of more highly sophisticated measurement techniques led some writers to use disparaging phrases about evaluation. Worthen's (1973) descriptions of evaluation as "something which is usually inserted after the program has been implemented" reflected this general dissatisfaction.

Today, it seems more and more, educators are becoming interested not only in collecting data, but in using the information to form judgments and select among alternatives. The role of educators as decision makers has assumed new importance (Borich and Brackett, 1978). So important was educational accountability that many have referred to evaluation as the "key to instructional effectiveness." Perhaps most significant was the change from the negative ego-shattering threat of enforced evaluation to more positive cooperative effort to seek out effectiveness and worth (Hanes, 1977).

Gradually, the emphasis on precise measurement has changed to a more humanistic point of view. Grobe (1978) presented a simplified description of evaluation as "the process for determining what works and what doesn't work, and revising that which doesn't." Matczynski and Rogus (1979) in their article pointed out that evaluation is an active search for information for the improvement of the project; an ongoing process to improve something rather than to prove it; a process designing and refining.

Still, the controversies have lingered. The whole matter of evaluation has taken on different overtones depending upon whether one is an evaluator, the evaluatee, or a third party. It seems that it would be foolish to pretend that the relationship of the evaluation system to the reward structure was an unimportant connection. Branden and Walker (1978) commented that the day is not yet

here and may never come when most faculty members will cheerfully agree to the assessment of anything in the teaching-learning process other than student performance.

A wide diversity has continued to exist, even among practicing evaluators, as to the appropriate definition, scope, purpose, and methods for educational evaluation. Costanzo commented that "evaluation is the source of more confusion, frustration, and guilt among educators than any other aspect of their work" (Braden and Walker, 1978). According to some pessimistic educators,

They feel that there seems to be no evidence that evaluation, although the law of the land, contributed anything to educational practice other than headaches for the researcher, threats for the innovators, and depressing articles for journals devoted to evaluation (Braden and Walker, 1978).

A glance at some of the adjectives applied to evaluation in these journal articles will have illustrated the point: formal, informal; subjective, objective; macro, micro; congruency, contingency; qualitative, quantitative; comparative, non-comparative; heuristic, algorithmic; determinate, indeterminate; obtrusive, unobtrusive; acquirement, accomplishment; illuminative, judicial, transactional; and formative and summative (Braden and Walker, 1978).

It seems that for every advantage evaluation specialists may list, a contradictory statement is supplied by its detractors. It should be emphasized to the reader not to be misled by the dynamics of the point-counterpoint

aspect of the controversy. On the one hand, if we want to know whether instruction is working, we must evaluate. On the other hand, if one doesn't want the evaluation to "rock the boat," one must compromise. It should be stressed that both of these points are valid to those who make them.

Most recent definitions of evaluation have reflected the influence of the instructional development process wherein the evaluator is no longer an external critic but has become an active member of the instructional development team. At the beginning of the seventies many respected authorities on the subject of evaluation concluded that,

evaluation was a process of delineating, obtaining, and providing useful information for judging decision alternatives, but towards the end of the decade evaluation changed to mean more of a communication process, a political process which required management skills (Braden and Walker, 1978).

Gottman and Clasen (1972), in their book, Evaluation in Education, have enumerated what evaluators do when they evaluate. First, it must be considered all that one should know about the subject. The evaluators may or may not have collected additional information and made appropriate assumptions to fill the voids. Next, they should have applied some set of standards, or terms of reference, or scale of measure in conjunction with the collected knowledge. But the process does not end there--based on the information

gathered, the evaluator needs to have completed the evaluation process by making a value judgment.

Perhaps it was the seeming dichotomy of empirical and theoretical methods that has led to some of the confusion and frustration in the past. Some researchers believe that measurement is a science and evaluation is an art. But it seemed to the writer, that is an oversimplification. According to recent literature, evaluation is both a science and an art; it is the process that uses judgment as the crucible for mixing art and science, theory and fact, arbitrary criteria, and random samples (Matczynski and Rogus, 1979).

Many research studies have pointed out that evaluation has been an ever-evolving process whose focus has changed dramatically in recent years. Concepts involving who is to be evaluated, what is to be evaluated, and how evaluations are to be made has evolved and will continue to evolve as educational practices continue to change. As technical capabilities become more complex, it should be stressed that one should not lose sight of the human factor.

In the final analysis, it comes down to the question posed by the writer in the beginning of this subtopic--What is evaluation? Obviously, evaluation, as pointed out by the literature, is many things to many people. The writer saw the need to emphasize educational evaluation, even though it has not been a panacea for

educational ills; however, it has offered the potential of prescribing a more sophisticated treatment rather than the "home remedies" currently being practiced.

The Survey Study

An important type of evaluative method is called the research survey study which may be defined as an organized attempt to analyze, interpret, and report the present status of education, or a phase thereof, in a specific set of circumstances (Bessar, 1977). The survey study was designed to deal primarily with data involving a cross-section of the present. Information pertaining to the past has been commonly utilized only to give appropriate emphasis to the present. The fundamental purpose of the survey study has been to classify, generalize, and interpret groups of data so that proper guidance may be provided for educators in the development of sound policies and appropriate practices in the immediate future.

Survey studies have ranged in scope from detailed analysis of the status of one element of education in a single institution, to consideration of the total education offering in a state or in the nation (Weisberg and Bowen, 1977). The subject matter of survey studies may have been related to one or more such phases of education as objectives of instruction, curricular offerings, achievement of students' teaching techniques, evaluation procedures, preparation of teachers, and physical equipment.

It seemed apparent today that the survey type of research study may be utilized successfully under a variety of conditions. According to Orlich (1978), "the survey study is effective for the accumulation, presentation and interpretation of data relative to education in all sizes and types of institutions."

Babbie (1973), in his book Survey Research Methods, pointed out many different values of survey studies that educators should be aware of, such as the value when it provided educators with an historical perspective. The nature of education has been such that a study of the status of conditions at any given time might well be repeated later. This has been especially true in the case of data pertaining to subject offerings, enrollments, and other information obtainable in various parts of the country. Similar studies have been conducted at specified intervals, comparisons have been made and therefore, changes can be noted, and future developments can be more adequately guided (Babbie, 1973).

Babbie (1973) stated that, "the survey type of study is of value as it aids in the solving of practical problems in the field of education." It should be pointed out that these studies did not actually solve any of the problems, however, survey studies have provided insights into needed changes in such elements of education as instructional practice, testing procedures, instructional equipment, and overall curriculum matters. It should be

further noted that since the survey study presented practical information, it readily appealed to individuals who are trying to research realistic solutions to their immediate problems.

Another important value of the survey study was that it has contributed to the establishment of norms or standards (Babbie, 1973). There have been numerous types of standards established which have been, and still are essential to good education.

And finally, Babbie (1973) emphasized that, "the survey study is especially valuable in education in that it lends itself readily to description through the use of either verbal or mathematical symbols." Frequently in research it has been discovered to be necessary to rely on verbal or statement of fact, because precise quantitative data may have been unavailable or inappropriate. However, both quantitative and qualitative data have been utilized by research in studying the various factors that effect educational relationships which give a more accurate picture. Because the survey study has been found to be valuable in gathering data relative to so many facets of education, and because it has lent itself to both quantitative and qualitative description, it has in the past constituted the bulk of all research in the field of education, including graduate programs in educational administration (Weisberg and Bowen, 1977).

As previously noted, the survey has been employed widely and extensively in all areas of education, but as well, the survey study has been criticized as a method of research. It has been said, "survey studies lack depth," and certain educators have "frowned" upon the use of the survey procedures (Bates, 1973). It appeared, after reviewing much of the literature, that this may have been true only because fundamental principles in application of the survey study type of research have, in isolated cases, been violated. These violations seemed to be attributed to inexperience on the part of the researcher or lack of adequate research supervision.

Because this was a method of evaluation, and as was discussed earlier in the chapter, the pros and cons of educational evaluation; there are also limitations inherent in the survey method. First, it should be recognized that no control would be imposed upon factors influencing the materials under investigation which was an obvious limitation in any type of study. The survey study has revealed only information relative to prevailing conditions in a specific set of circumstances. Thus, the data obtained had to be carefully evaluated and thoughtfully analyzed before their true significance for practical conclusions could be discovered (Demaline and Quinn, 1979). Secondly, survey study data have not been suited to testing principles of education under laboratory conditions. They

did not facilitate the development of fundamental laws concerned with the phases of education.

In addition to the limitations noted above, there were certain problems commonly encountered in the use of the survey study. Costanzo (1975) mentioned some limitations in survey studies such as locating productive sources of data. Most research workers in education were engaged in graduate study or were teaching at the time they developed plans for completing research studies. Thus they were located in areas which may not have been conducive to the production of appropriate data.

Other problems were encountered as one endeavored to describe the results of a survey study. Costanzo (1975) discussed some of those problems such as: the inexperienced individual would find it somewhat difficult to attain a satisfactory standard of writing. Objectivity was essential in the accumulation of survey study data and had to be maintained in the description of those data, but often, a very real problem arose in attempts to standardize certain types of survey study data, so they could be presented in a logical and accurate manner. Also, personal beliefs and bias on the part of the author had to be avoided in the interest of accuracy. Finally, the writer of a survey study must have adequately presented all the pertinent facts, and value judgments should be made and presented only in terms of carefully guarded statements.

The procedures involved in conducting a survey study would have been similar in any education field. In summary form, Demanline and Quinn (1979) have listed eight steps in conducting a research survey study which are as follows:

1. Formulation and development of the problem;
2. Study of related research;
3. Establishment of the basic survey procedure for collecting required data and making the final written report;
4. Isolation of sources of data and completion of necessary steps to ensure the accumulation of an adequate supply of data;
5. Collection, classification, and organization of the data;
6. Analysis and interpretation of the findings of the survey;
7. Development of conclusions and recommendations based upon the survey findings;
8. Preparation of the final report of the survey study.

The literature has pointed out that there was a substantial difference between adequate research and the mere routine use of a method such as was involved in a survey study. Educators seemed to be inclined to accept their reported results without question. One must continually be reminded that the conclusions and recommendations reached

in a survey study report should be based on reliable and valid data. Finally, it should be noted that survey studies are important to all levels of educators and that the findings in most survey studies have been useful only after they have been carefully analyzed and interpreted.

The Follow-Up Study

Educators have said over and over again, "one of the major problems facing learning institutions today is that of measuring the effectiveness of educational programs" (Bates, 1973). In these times of rapid change and improved technology, the methods and techniques of the past have no longer provided adequate training for the graduate of tomorrow. One widely used means of securing data for use of evaluating an educational program is the "follow-up study." At the beginning of this study the writer construed follow-up study as being a direct method by which an institution may evaluate the effectiveness of its educational program through its product--the graduate (Headrick, 1979). Although such a study was subjected to some limitations, these were more than outweighed by the advantages to be gained from the use of this evaluation method (Headrick, 1979).

Follow-up studies may have been designed for any educational level or group, the selections of subjects for the project may have been limited in any one of a number

of ways and this selection may have further been limited by the use of sampling techniques (Headrick, 1979).

Albright and Fabac (1978) stated, "the major reason a college or university conducts a follow-up survey is to assess how well it has met its objectives." The goals and objectives of institutions of higher education have been multifaceted and, to some extent, vary among institutions. The process of delineating the institution's goals and objectives, and then defining the outcomes that are related to those objectives, has been a most useful antecedent of follow-up surveys (Albright and Fabac, 1978).

Anderson (1977) pointed out, the Southern Regional Education Board project on follow-up surveys bypasses the process of institutional goal setting, and proceeds on the assumption that most institutions share three major objectives to which follow-up surveys are addressed:

1. Education for the transmission of knowledge and the enhancement of living and participation in society;
2. Education as a means toward employment objectives of the college graduate;
3. Education as preparation for a higher level of education.

Follow-up studies have proceeded on the assumption that the graduate's own perception of how well the institution has fulfilled these objectives was one way of assessing the attainment of objectives (Anderson, 1977). This type of assessment, which was used in this study, was

only one among other important tests that have measured outcomes. The use of follow-up studies is an implicit recognition that the graduates' own perceptions of how objectives have been met are important ingredients in the overall process of institutional self-assessment.

Bates (1973) emphasized that institutional follow-up studies requiring the participation of past students have proved to be a very useful tool in the evaluation of graduate programs in regard to curricula, faculty, and administration. Bates (1973) quoted Seymour Weisman, Alvin Sandowsky, and Estelle Alpert from their study in 1970 which stated:

An institution dedicated to continuing excellence in higher education should consult with its alumni when planning curriculum changes. The graduates, the "end products" of the educational process, are uniquely suited to determine the more stable and long range effects of an institutional program. They can best discuss the salient strengths and weaknesses of an institution and its constituent departments.

Winkworth suggested that systematic evaluation of the educational program be made by asking students to assess the appropriateness of specific instructional components in assisting them in attaining their individual goals (Golden and Lyons, 1976).

According to Golden and Lyons (1976), "follow-up studies should be systematic and continuous. The follow-up results can be a basic determinant of the entire program." They further mentioned that it was advantageous to supplement the use of the questionnaire

with individual and group contact with graduates and their employers. The follow-up seemed to have given the graduate a feeling of belonging and has indicated an interest in him as an individual.

Bates (1973) enumerated three indirect values of follow-up studies in his study, which are:

1. Alumni become more closely connected with and directly interested in their alma mater;
2. College gains firm public relations materials;
3. Data provide points for comparison with other universities.

Gee (1977) in his dissertation, commented, "the teaching faculty is the primary factor in the effectiveness of an institution." This statement has received reinforcement throughout the literature as being an important facet to consider in evaluating educational programs. The faculty was one measurement of the quality of a graduate school program. Evaluation of faculty needed not only to be considered from professional recognition such as honors, citations, research, and others, but also from the standpoint of opinion (Gee, 1977).

Educational accountability has left its imprint on teacher education. The principle, that the school is responsible for its product, is an accepted fact. Fritschel (1975) in his article wrote that the ultimate criterion for judging advanced programs was whether they produced graduates who enter the profession and perform effectively.

The institution evaluated its graduates at two critical points: when they completed their programs of study, and after they entered the professional roles for which they had prepared.

This follow-up study has appeared to be directly related to the review of the literature. In order to evaluate and improve the programs in administration and supervision, it has been necessary to study continuously, listen to, and plan with its products.

The Questionnaire

A technique that has been used in conjunction with the survey or follow-up study was the questionnaire. Haller (1979) stated, "questionnaires are the most common data gathering procedure in graduate student research on educational administration." Not only were questionnaires the major source of data, these data were typically generated within a cross-sectional research design and analyzed using simple descriptive or bivariate procedures. Haller (1974) further stated in her article:

Questionnaires are perhaps best suited to measuring attitudes, opinions, and values, for collecting demographic information, and for garnering rather simple facts about a social system. They are ill-suited, however, for ascertaining intentions.

Duckworth (1973) emphasized that before questionnaires, also called survey instruments, were used, the following criteria should have been applied to the instrument: (1) pilot group tryout and analysis of preliminary forms of the survey

instrument; (2) expert judgment of the survey instrument be recognized by research authorities or by advisory committee; (3) final careful revision and inspection of the survey form; (4) special validity and reliability checks; (5) editing of survey instrument returns; (6) analysis of the respondent population according to the returned survey instruments which were usable in the study; (7) analysis of non-returns in each of the subgroups of the population surveyed; and (8) tabulation of the collected data and making any needed statistical analyses of such data.

Clearly, questionnaire construction was by no means the first item in carrying out a survey. According to Boynton's (1978) study which stated,

The questionnaire is simply an orderly arrangement of the questions and information needed, with appropriate spaces provided for answers. But simple as the questionnaire may be in finished form, it is the subject of careful planning. It is, in a sense, the outline of the analysis of the problem.

In addition, Oppenheim (1966) said, "a questionnaire is not just a list of questions or forms to be filled out. It is essentially a scientific instrument for measurement and for collection of particular kinds of data."

As questionnaires for this study were being mailed, it was of interest to note Oppenheim's (1966) remarks concerning the mail questionnaire. He listed four advantages of the mail questionnaire:

1. The chief advantage of the mail questionnaire is cheapness.

2. Often a much larger sample can be covered at a modest increase in cost.

3. The sampling can be more accurate, since the envelope can be addressed to a particular individual.

4. Lastly, the fact that no interviewer is present means there will be no interviewer bias.

One of the major problems that has faced the researcher is eliciting a maximum survey response rate. Historically, response rates have been rather mediocre (Matthews, 1979). Success or failure of a research study has hinged on the response rate of a questionnaire. Currently, in the literature, there has been emphasis placed on negating this problem. Basically, there have been three ways to distribute a questionnaire: mail, telephone interview, and personal interview. Each way has had its own merits, but which one will produce the maximum response rate was an important answer to many researchers. The average response rate in most studies has been between thirty-five and fifty percent, but a desired result was seventy-five percent or better (Odom, 1979). Odom (1979) further stated "even though the mail questionnaire has been the most popular, telephone surveys are evoking a greater response rate along with using the 'follow-through' method." This method allows the researcher to make contact with the individual prior to graduation to apprise him of what is going to transpire in the future. This seems to create a better rapport between researcher

and prospective graduate and consequently, a better response rate is educed (Matthews, 1979).

No matter how the questionnaires have been distributed and collected, once they are in the researcher's hands, the real job lies ahead. Before the report can be organized and put into words, meaning must be given to the information collected. Normally, the information collected consisted of facts, but facts alone did not solve a problem. If the problem were to be solved, the facts must have been summarized and interpreted as they related to the specific case.

Oppenheim (1966) mentioned in his book the task of summarizing and interpreting data. He commented on the following: The purpose of the questionnaire and the survey as a whole is measurement. The final product is likely to consist of a series of tabulations and statistical analyses, together with a few selected quotations from the raw data, and these will be turned into a report showing in what way the findings bear on the hypotheses with which the researcher set out. During this process, the words and phrases spoken or written by the respondent will be processed; they will be turned into figures and symbols that will be counted and added up. In this way entries were obtained for the tables that were needed in order to draw conclusions and make recommendations.

Administration and Supervision Programs

In reviewing the literature, training programs for principals and supervisors have progressed from no formal programs to modern, complex, sophisticated programs. Early principalship programs were geared to meet the particular demands placed on the principal. These included a broad general education, some history and philosophy of education, and courses involving the clerical aspects of the principalship (Horn, 1977).

Today's programs have also developed from the needs of the principal, but have added a specialist, the supervisor. Not only does the principal and supervisor of today need a basic undergraduate program, but an individual in either area needs courses in law, supervision, curriculum, collective negotiations, planning, leadership, finance, general administration, personnel, public relations, and other related subjects.

The review of the literature also revealed that many of the methods and requirements for teaching administration and supervision courses have remained unchanged through the years (Horn, 1976). New methods have arisen, however, primarily the case study, simulation, and the internship or practicum. Currently, a major trend in preparation programs for principals and supervisors has been found to be competency-based programs. This was not a new concept, but one that students throughout the country wanted implemented into graduate programs pertaining to

administration and supervision (Silver, 1979). Also, there has been another trend to incorporate into the various programs social science, humanities, quantitative analysis and statistics courses to better prepare the administrator to make good, sound decisions based on mathematical models and computer processing (Farquhar and Piele, 1972). These new methods and trends have offered a diversity in preparation programs and seemingly prepare the principal and supervisor more adequately.

Chapter III

METHODS AND PROCEDURES

The mechanics for investigating some of the problems raised in preceding chapters will be presented in Chapter III. The basic purpose of this study was to elicit perceptions from graduates in order to determine the effectiveness of the administration and supervision programs.

No attempt was made to include all of the dimensions of administration supervision programs. Those considered were included and, according to Dr. Donald B. Lambert, the writer's major professor, were deemed adequate to elude data which could be used to improve the administration and supervision programs. Such programs may benefit as a result of the findings of the study.

The research design required an investigation of graduate programs in school administration and supervision and evaluation methods in order to produce the measurement by which the basic data for the study were collected.

In the remainder of this chapter a report of the methods employed in the study and the procedures by which those methods were considered are present. When raw data were calculated, only basic statements which were necessary for interpreting the data were presented.

Background Procedures

The review of the literature included pertinent aspects of the academic preparation for principals and supervisors, the mechanics of an investigation, and the development of questionnaires and evaluation methods associated with their validation and interpretation.

After a review of the literature, the procedures for the study were divided into the following four steps: (1) development of the questionnaire, (2) the mailing procedures, (3) editing and tabulation of the questionnaire, and (4) analyses of the data.

Development of the Questionnaire

Concurrently with the development of the field study was the development of an instrument to assess graduates' perceptions of the effectiveness of the administration and supervision programs. Instrumental in this process was Dr. Donald B. Lambert's guidance and suggestions and the available related literature in the APSU library.

As a result of this study, a questionnaire was constructed as the survey instrument for the expressed purpose of eliciting self-perceptions in course evaluations, subject matter effectiveness and program competencies using the following procedures:

1. A sample questionnaire was constructed and presented to Dr. Donald B. Lambert for his comments, criticisms, and suggestions. From this constructive critique, a number of refinement procedures were incorporated to improve the quality of the questionnaire in both content and style.

2. The new questionnaire was then checked against the following criteria suggested by Robert R. Dyer (1976): (a) items of information requested should be as comprehensive, useful, and discriminative as possible; (b) whenever possible, questions should require exact answers; (c) instructions accompanying the form should include special definitions, and directions for completion; (d) the questionnaire should avoid leading questions and questions that touch on personal prejudices or pride; ((e) questions should be constructed as to provide for ready transfer of information to punched cards, magnetic tape or magnetic disk for electronical data processing; (f) the form should include a built-in system of double-checking responses; (g) stick to the facts and ask only information that can be remembered; and (h) it should be possible to complete the form in a reasonable amount of time.

3. The new questionnaire was then pre-tested by two faculty members and three graduate students who were presently in an administration and/or supervision program. Their comments concerning the clarity of the questions,

design and construction enabled the researcher to refine the questionnaire even more and then, he was granted final approval for dissemination.

4. The final questionnaire was designed to elicit information in three general areas. The first area was used to develop demographic characteristics about the respondents. The second area was intended for graduates to rate the courses in their specific curriculum. The third and final area was to elude perceptions of graduates on how competent they felt in the area of administration and supervision as a result of their formal training. The questionnaire was typed and then duplicated in the APSU Media Center for future dissemination. The final copy consisted of three sheets, regular-size paper, and ninety-seven items coded for the computer. (See Appendix B for the final copy of the questionnaire.)

Mailing Procedures

The compilation and distribution procedures used for this study were as follows:

1. Since a similar study had been researched prior to 1971 for NCATE, but pertained to all graduate programs in the department of education, it was decided the present study should include the graduates from June, 1971, through December, 1979, pertaining to programs in administration and supervision. Therefore, the entire population of this study

which contained all living graduates who were in administration and supervision programs, totaled two hundred ninety-seven. However, total population studies are often impossible because of the vast number of the subjects involved. Therefore, in this study the writer chose not to survey the total population, but selected a random sample of one hundred graduates from the population. In the actual process of selection, the official graduating list in the Graduate School was used along with a table of random numbers.

2. A list of these graduates and their addresses were prepared from the official graduating list from the Admissions and Records Office and the Graduate School. Addresses were verified and up-dated if possible from various sources including the APSU Alumni Office.

3. After the questionnaires had been assembled and the mailing list established from the selected random sample, a cover letter was written to accompany the questionnaire. A stamped, self-addressed return envelope was included in the packet. Although each respondent was assured of anonymity, each questionnaire was coded; this allowed the writer to determine who had replied.

4. Two weeks after the first mail distribution, follow-up letters were sent to those graduates who had not returned their questionnaires.

The writer was disappointed with the slowness and number of replies received by May 31, 1980. In all probability, the dates of dissemination may have contributed

to the mediocre response which was during the last month of school prior to summer vacation.

Of the one hundred graduates receiving questionnaires, sixty (60) or sixty percent (60%) responded. This represented twenty and two tenths percent (20.2%) of the entire population. Consequently, this percentage allowed the writer to draw inferences only from the data, and only in relationship to the sample.

Editing and Tabulation of the Questionnaire

All questionnaires were mailed by April 28, 1980. As the sixty usable questionnaires were returned by the respondents, the following procedures were taken:

1. The name of the individual returning the questionnaire was marked off the mailing list (coded questionnaire).
2. The number of possible respondents were reduced from sixty-six to sixty because six questionnaires were returned marked "Address Unknown."
3. The data for the usable questionnaires were coded and punched on an IBM (5081) punch card by personnel in the University's Computer Center. Two IBM punch cards were needed for each three-page questionnaire.
4. After the coded data on all returned questionnaires were punched on the IBM punch cards, the data was transferred to a magnetic tape by using the IBM 360/40

Computer and finally loaded on the VAX 11/780 Computer and placed in the writer's director on a magnetic disk for future processing.

5. Finally, from the data being processed using the VAX 11/780 Computer, information was analyzed and tables of the study were constructed.

Statistical Analyses

Computer programs using Statistical Package for the Social Sciences (SPSS) and "Psystat" developed by Dr. Garland E. Blair, Chairman of the Psychology Department, APSU, were used to provide general analyses of the data. SPSS programs provided the frequency distribution for each data item, the histogram based on the frequencies, the statistical measures of central tendency and dispersion, and correlation coefficients. "Psystat" programs provided factor analysis, multiple regression analysis, and correlation coefficients in the evaluation of various relationships in the study.

Chapter IV

PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this chapter was to report the findings of the study. The collection and analysis of data for the study involved three broad tasks. The first of these was concerned with selecting graduates from the administration and supervision programs to participate in the study. A second major task in the study involved the construction and distribution of an instrument adequate to measure perceptions of the sample population. The third task involved the analysis of data received.

The sample population consisted of one hundred randomly selected administration and/or supervision graduates from Austin Peay State University, for the period June, 1971, through December, 1979. Responses were divided into three categories based on general data, course evaluations, and program competency assessments.

The responses for items were presented by frequencies and percentages. The hypotheses were tested by the Pearson Correlation Coefficient technique and they were not rejected at the .05 level of significance.

Demographic data were included to provide background information about the sample population which gave greater meaning to the statistical analysis. There were

sixty-six questionnaires returned, but only sixty or 60.0 percent were usable from the sample population.

General Information Concerning Respondents

The data contained in Table 1 illustrated the number of graduates, and the number and percentage of questionnaires returned by degree and year in each of the nine years covered by the study. The questionnaires were sent to a sample population of eighty-three Master of Arts in Education degree recipients and to the total population of seventeen Education Specialist degree recipients. There were a total of sixty questionnaires or 60.0 percent returned in which all sixty respondents had masters degrees and thirteen or 21.7 percent of these sixty respondents also had education specialist degrees.

The data contained in Table 2 illustrated the areas of endorsements the respondents have earned in administration and supervision at Austin Peay State University for the period June, 1971, through December, 1979. It should be pointed out the table reflects more than one endorsement per respondent because an individual has the opportunity to earn either one. The area with the greatest number of endorsements earned was the initial secondary principal with thirty-one of the sixty respondents of 51.7 percent. The initial secondary supervisor endorsement was the next largest number earned with twenty-seven of 45.0 percent of the respondents. The initial elementary principal endorsement

TABLE 1

NUMBER OF GRADUATES CONTACTED BY DEGREE AND
QUESTIONNAIRES RETURNED BY DEGREE AND YEAR
1971-1979

Year Graduated	M.A. Ed.				
	Contacted		Returned		
	N	%	N	% of Population N = 83	% of Returns N = 60
1971	9	10.8	7	8.4	11.7
1972	9	10.8	7	8.4	11.7
1973	9	10.8	7	8.4	11.7
1974	9	10.8	9	14.3	15.0
1975	9	10.8	6	7.1	10.0
1976	10	12.0	7	6.0	11.7
1977	9	10.85	6	6.0	10.0
1978	9	10.8	5	6.0	8.3
1979	10	12.0	6	7.1	10.0
TOTAL	83	100.0	60	100.0	100.0

Mean: 74.503
Mode: 74.000
Median: 74.250
Standard Deviation: 2.664

Year Graduated	Ed.S.				
	Contacted		Returned		
	N	%	N	% of Population N = 17	% of Returns N = 60
1971	0	0.0	0	0.0	0.0
1972	0	0.0	0	0.0	0.0
1973	0	0.0	0	0.0	0.0
1974	0	0.0	0	0.0	0.0
1975	1	5.8	1	5.8	1.7
1976	4	23.5	4	23.5	6.7
1977	4	23.5	1	5.8	1.7
1978	3	17.6	2	11.7	3.3
1979	5	29.4	5	29.4	8.3
TOTAL	17	100.0	13	76.4	21.7

Mean: 77.533
Mode: 79.000
Median: 78.000
Standard Deviation: 1.761

and the initial elementary supervisor endorsement both had fifteen or 25.0 percent earned by the respondents. The advanced endorsements earned in administration and supervision were considerably less than the initial endorsements due to the fact there have been fewer education specialist degrees awarded over the nine-year period covered in this study. The advanced elementary principal and the advanced secondary principal had thirteen or 21.7 percent and twelve or 20.0 percent earned respectively. Eight or 13.3 percent of the respondents have earned the advanced elementary supervisors endorsement while only a mere six or 10.0 percent of the respondents have earned an advanced endorsement as a secondary supervisor. The table also indicated a male/female ratio for a better descriptive analysis. Of the sixty respondents in this study thirty-six or 60.0 percent were males and twenty-four or 40.0 percent were females for a three-to-two (3:2) ratio.

The data contained in Table 3 depicted the present positions held by each of the respondents. Twenty-nine or 48.3 percent of the respondents were holding teaching positions at either the secondary or elementary level. There were only seventeen or 28.3 percent of the respondents who were actually holding administrative or supervisory positions, while fourteen or 23.3 percent of those graduates were employed outside the areas listed in the table. The table was also broken down by gender for further comparisons.

TABLE 2

ENDORSEMENTS OF ADMINISTRATION AND SUPERVISOR GRADUATES
EARNED AT AUSTIN PEAY STATE UNIVERSITY
1971-1979

Area of Endorsement*	Sex				Total Responses	
	Male	%	Female	%	N=60	%
Elementary Principal, Initial	9	15.0	6	10.0	15	25.0
Elementary Supervisor, Initial	7	11.7	8	13.3	15	25.0
Secondary Principal, Initial	22	36.7	9	15.0	31	51.7
Secondary Supervisor, Initial	19	31.7	8	13.3	27	45.0
Elementary Principal, Advanced	10	16.7	3	5.0	13	21.7
Elementary Supervisor, Advanced	5	8.3	3	5.0	8	13.3
Secondary Principal, Advanced	10	16.7	3	5.0	13	20.0
Secondary Supervisor, Advanced	4	6.7	2	3.3	6	10.0

*Respondents may have more than one area of endorsement.

TABLE 3

PRESENT POSITIONS HELD BY RESPONDENTS
1971-1979

Present Position	Sex				Total Responses		Comparisons
	M	%	F	%	N=60	%	
Elementary Teacher	4	6.7	6	10.7	10	16.7	48.3% in Teaching Positions
Secondary Teacher	11	18.3	8	13.3	19	31.7	
Elementary Principal	5	8.3	2	3.3	7	11.7	28.3% in Administrative or Supervisory Positions
Secondary Principal	6	10.0	1	1.7	7	11.7	
Elementary Supervisor	0	0.0	1	1.7	1	1.7	
Secondary Supervisor	0	0.0	0	0.0	0	0.0	
Superintendent	2	3.3	0	0.0	2	3.3	23.3% outside listed areas
Other	3	13.3	6	10.0	14	23.3	
TOTAL	36	60.0	24	40.0	60	100.0	100.0%

The data contained in Table 4 indicated the number of years the respondents had been employed in the field of education. The table was broken down into four levels of experience and by gender which resulted in a total of thirteen or 21.6 percent having one to seven years experience; twenty-three or 38.3 percent having eight to twelve years of experience; eleven or 18.3 percent having thirteen to seventeen years experience; and eleven or 18.3 percent had eighteen or more years of experience in the field of education. There were also two individuals or 3.3 percent that had no experience in education.

TABLE 4
RESPONDENTS' EXPERIENCE IN EDUCATION

Number of Years	Sex				Responses	
	Male	%	Female	%	N=60	%
1-7 years	11	18.3	2	3.3	13	21.6
8-12 years	14	23.3	9	15.0	23	38.3
13-17 years	6	10.0	5	8.3	11	18.3
18+ years	4	6.7	7	11.7	11	18.3
no experience	1	1.7	1	1.7	2	3.3
TOTAL	36	60.0	24	40.0	60	100.0

Perceptions of Administration and Supervision Courses

The data contained in Table 5 presented the total ranking of the respondents' perceptions to the twenty-eight courses in administration and supervision. The respondents were to evaluate only those courses completed in their program of study. The graduates were to rank those courses on a scale from one to five: five being the highest or greatest value perceived; four, some value perceived; three, nominal

value perceived; two, little value perceived; and one, no value perceived. School law received the highest ranking with a sample mean of 4.915. All but six respondents felt that school law was of great value to those who had taken the course. The lowest ranked course was the behavioral studies outside the education department with a sample mean of 3.081 to place it twenty-eighth. However, it should be pointed out that between the highest and the lowest ranked courses was only a 1.834 difference in the sample mean which essentially ranked all courses average or better.

The data contained in Table 6 indicates the three most important courses which contributed to the respondents' professional development. Forty-eight or 80.0 percent of the respondents perceived the most important course to be school law which corresponded with the ranking of school law in Table 5. The second most important course perceived by twenty-four or 40.0 percent of the graduates was school and community leadership. In comparison, school and community leadership ranked fifth in Table 5 and school plant ranked second. Supervision of instruction was rated third most important course by fifteen or 25.0 percent of the respondents. This course was ranked eighth by the sample mean in Table 5 while group dynamics was rated third.

The data contained in Table 7 illustrated the three courses which contributed least to the respondents' professional development. The course perceived by twenty-five or 41.7 percent of the respondents as contributing the least was

TABLE 5

PERCEPTUAL RANKINGS OF ADMINISTRATION AND
SUPERVISOR COURSES BY THE RESPONDENTS

Course	Rankings					\bar{X} Mean
	5 Great Value	4 Some Value	3 Nominal Value	2 Little Value	1 No Value	
School Law 536	54	6	0	0	0	4.915
School Plant 633	19	13	2	1	0	4.429
Group Dynamics 630	20	13	3	1	0	4.417
School & Community Leadership 510	31	23	3	2	1	4.407
Classroom Management 680	18	8	4	1	0	4.387
Theories in Leadership 620	17	9	3	0	1	4.367
Practicum 590	21	21	3	1	0	4.348
Supervision of Instruction 532	24	30	4	1	0	4.305
Personnel Administration 610	13	12	1	2	0	4.286
Administration of El/Sec School 660-70	15	23	4	0	0	4.262
Seminar in El/Sec Principalship 661-71	16	17	3	2	0	4.237
Curriculum Development: Elem 501	8	11	4	0	0	4.174
Field Study 699	7	2	2	1	1	4.167
Seminar in Supervision 632	14	18	4	2	0	4.158
Seminar in Administration 603	6	4	2	1	0	4.154

TABLE 5 (Continued)

Course	Rankings					\bar{X} Mean
	5 Great Value	4 Some Value	3 Nominal Value	2 Little Value	1 No Value	
Organization and Administration 531	21	25	8	1	1	4.143
Practicum 690	4	7	3	0	0	4.071
Socio-Cultural Foundation 640	7	10	3	0	1	4.048
School Business Management 534	15	17	10	1	1	4.047
Seminar in Behavior Studies 602	8	5	4	2	0	4.000
Research 500	17	25	11	3	2	3.897
Contemporary Ideas in Education 605	2	2	3	0	0	3.857
Curriculum Improvement 650	7	17	9	3	0	3.778
Curriculum Development: Sec 505	5	25	9	3	0	3.762
Trends & Strategies in Evaluation 520	9	12	19	3	1	3.568
History of Education Thought 506	4	13	8	6	1	3.406
Seminar in Behavior Studies 601	3	6	3	6	1	3.211
Behavior Studies Outside Dept. of Ed.	5	5	18	6	3	3.081

TABLE 6
RANKING OF THE THREE MOST EFFECTIVE COURSES

Course	Rank	N	% of Returns
School Law 536	1	48	80.0
School & Community Leadership 510	2	24	40.0
Supervision of Instruction	3	15	25.0

TABLE 7
RANKING OF THE THREE LEAST EFFECTIVE COURSES

Course	Rank	N	% of Returns
Research 500	1	25	41.7
Trends and Strategies in Evaluation 520	2	20	33.3
Behavioral Studies Outside Dept. of Ed.	3	18	30.0

research. In comparison with Table 5, research was ranked twenty-first or eighth from the bottom with a sample mean of 3.778 and behavioral studies outside the education department ranked last. Trends and strategies in evaluation was the second least important course. Twenty or 33.3 percent of the respondents felt it did not contribute to their career development. Table 5 trends and strategies with sample mean of 3.568 was evaluated twenty-fifth or fourth from the bottom as compared to seminar in behavioral studies (Ed. 601), which was second to last. Eighteen or 30.0 percent of the respondents rated behavioral studies outside the education department as the third least course which did not contribute to professional development. In comparison with Table 5 this course was ranked last or twenty-eighth by the respondents as having the least amount of value in any administration or supervision program. Its sample mean was 3.081. History of educational thought was ranked third from the bottom or twenty-sixth in Table 5.

The data contained in Table 8 indicated the reasons why the respondents selected the three most important courses which contributed to their professional development. The four basic reasons were instructor, course content, value to me as a professional, and other. The rest of the reasons were combinations of those four. Thirty-nine or 65.0 percent of the respondents indicated the combination instructor, course content, and value to me as a profession

were the biggest factors that contributed the most to their professional development.

TABLE 8
PERCEIVED REASON FOR SELECTION OF MOST IMPORTANT
COURSES IN PROFESSIONAL DEVELOPMENT

Reason	Response N=60	% of Response
1. Instructor	2	3.3
2. Course Content	3	5.0
3. Value to Me as Professional	2	3.3
4. Other	0	0.0
5. Instructor and Course Content	6	10.0
6. Instructor and Value	3	5.0
7. Instructor and Other	0	0.0
8. Course Content and Value	5	8.3
9. Course Content and Other	0	0.0
10. Value and Other	0	0.0
11. Instructor, Course Content, and Value	39	65.0
12. Instructor, Course Content, and Other	0	0.0
13. Instructor, Value and Other	0	0.0
14. Course Content, Value and Other	0	0.0
15. Instructor, Course Content, Value and Other	0	0.0
TOTAL	60	100.0

The data contained in Table 9 displays the perceived reasons why those three courses contributed least to the respondents' professional development. The four basic reasons were instructor, course content, value to me as a professional, and other. The rest of the reasons were combinations of those four. Fourteen or 23.3 percent of the respondents indicated that course content and value to me

as a profession were the two negative factors that contributed least to their professional development.

TABLE 9

PERCEIVED REASONS FOR SELECTION OF LEAST IMPORTANT
COURSES IN PROFESSIONAL DEVELOPMENT

Reason	Response N=60	% of Response
1. Instructor	4	6.7
2. Course Content	12	20.0
3. Value to Me as Professional	6	10.0
4. Other	0	0.0
5. Instructor and Course Content	7	11.7
6. Instructor and Value	6	10.0
7. Instructor and Other	0	0.0
8. Course Content and Value	14	23.3
9. Course Content and Other	0	0.0
10. Value and Other	0	0.0
11. Instructor, Course Content, and Value	11	18.3
12. Instructor, Course Content, and Other	0	0.0
13. Instructor, Value and Other	0	0.0
14. Course Content, Value and Other	0	0.0
15. Instructor, Course Content, Value and Other	0	0.0
TOTAL	60	100.0

Program Competency Perceptions

The data contained in Table 10 illustrated the degree of proficiency perceived by the respondents as to how competent they felt in the role of an administrator as a result of their formal training. There were five degrees of proficiency the respondent could choose from in rating each competency statement in the role as a principal. The

TABLE 10

PERCEIVED PROGRAM COMPETENCY RESPONSES FOR
THOSE WHO HAVE A PRINCIPAL'S ENDORSEMENT

Role: Principal ¹	Competency Statements ²	Competency Rankings ³					\bar{X}	Role Ranking	Overall Mean \bar{X}
		5	4	3	2	1			
1. General Administration	36	23	25	3	0	0	4.392	3	4.392
	37	25	22	3	1	0	4.392		
2. Curriculum and Instruction	38	22	27	0	2	0	4.353	4	4.162
	39	11	34	5	1	0	4.078		
	40	16	27	7	1	0	4.137		
	41	14	28	8	1	8	4.078		
3. School and Community	42	28	22	1	0	0	4.529	1	4.4053
	43	27	13	6	0	0	4.412		
	44	23	21	5	2	0	4.275		
4. Learning Environment	45	14	30	5	2	0	4.098	6	4.059
	46	16	23	9	3	0	4.020		
5. Supporting Services	47	22	25	2	1	1	4.294	7	3.326
	48	14	21	6	9	1	3.745		
	49	11	16	11	8	4	3.440		
6. Pupil Personnel Services	50	35	14	2	0	0	4.647	2	4.405
	51	25	21	5	0	0	4.392		
	52	22	19	8	1	1	4.176		
7. Staff Personnel	53	22	23	5	1	0	4.275	5	4.131
	54	19	27	4	1	0	4.255		
	55	17	13	11	3	2	3.863		

¹Fifty-one respondents had the principal's endorsement and nine respondents did not have the principal's endorsement.

²See Appendix B.

³Competency Rankings: 5 = very competent, 4 = some competency, 3 = undecided, 2 = little competency, and 1 = not competent.

five degrees were: 5, very competent; 4, some competency; 3, undecided; 2, little competency; and 1, not competent.

There were seven roles and twenty competency statements in the section for those respondents **who** had a principal's endorsement. Role one, general administration, had two statements pertaining to general administration that had an overall sample mean of 4.392 which gave it a third place ranking out of seven. Four statements in role two pertaining to curriculum and instruction were ranked fourth with an overall sample mean of 4.162. Role three, school and community, consisting of three statements was ranked number one by the respondents with an overall sample mean of 4.4053. Two role statements about learning environment made up the fourth role which was ranked sixth with a 4.059 overall sample mean. Role five had three questions which applied to support services in which the respondents ranked it last with a sample mean of 3.826. The second ranked role was role six, pupil personnel services, with an overall sample mean of 4.4050. The last role in the principal section which had three role statements pertaining to staff personnel was ranked fifth with a 4.131 overall sample mean. Fifty-one or 86.7 percent of the respondents evaluating this section had an administrative endorsement which meant there were only nine or 15.0 percent that did not evaluate this section.

The data in Table 11 depicted the second part of the program competencies section which applied to those respondents

TABLE 11

PERCEIVED PROGRAM COMPETENCY RESPONSES FOR
THOSE WHO HAVE A SUPERVISORY ENDORSEMENT

Role: Supervisor ¹	Competency Statements ²	Competency Rankings ³					\bar{X}	Role Ranking	Overall Mean \bar{X}
		5	4	3	2	1			
1. Instructional Services	56	11	26	7	4	1	3.357	4	4.020
	57	12	22	10	3	1	3.354		
	58	13	28	7	1	0	4.082		
	59	16	31	2	0	0	4.236		
2. Curriculum Development	60	10	30	5	4	0	3.939	3	4.020
	61	19	27	2	0	0	4.354		
	62	11	24	8	4	2	3.776		
	63	9	33	6	1	0	4.020		
3. Instructional Staff	64	9	34	6	0	0	4.061	1	4.117
	65	20	22	4	2	0	4.250		
	66	15	25	5	4	0	4.041		
4. Learning Process	67	11	33	4	1	0	4.102	2	4.061
	68	10	31	7	1	0	4.020		
5. Evaluation, Experimentation, and Research	69	7	32	7	2	0	3.917	5	3.722
	70	3	24	15	5	1	3.479		
	71	7	25	14	2	0	3.771		

¹Forty-nine respondents had the supervisory endorsement and eleven respondents did not have the supervisory endorsement.

²See Appendix B.

³Competency Rankings: 5 = very competent, 4 = some competency, 3 = undecided, 2 = little competency, and 1 = not competent.

that had a supervisory endorsement. There were five roles and sixteen competency statements the respondents were to evaluate as to degree of competency perceived as a result of their formal training in supervision. Role one had four statements that applied to instructional services. The respondents evaluated this role fourth with an overall sample mean of 4.020. There were four statements which pertained to curriculum development in role two. This role was ranked third with a 4.022 overall sample mean. The respondents ranked role three, instructional staff, number one with an overall sample mean of 4.117. Two statements applying to learning process, role four, with an overall sample mean of 4.062 was ranked second. The final role, evaluation, experimentation, and research was also ranked last by the respondents with a 3.722 overall sample mean. There were forty-nine respondents or 81.7 percent that evaluated this section which meant there were only eleven or 18.3 percent that did have a supervisory endorsement.

Discussion of Hypotheses

This study was designed to test six hypotheses. Descriptive, probability, and inferential statistics were used to determine if there were any significant relationships at the .05 level using a two-tailed test. Tables 12 and 13 were designed to test the first four hypotheses using Pearson's correlation matrix, and multiple regression analysis, to determine if there were any significant relationships

between certain demographic data and the perceived program competencies for the administrator and supervisor. The first four hypotheses were as follows:

H_0 : 1. There is no significant relationship between males and females in responding to the program competencies. The data contained in Table 12 tested the program competencies for the role of the principal. The table indicated there was no significant relationship between males and females in rating this administrative role. There must have been a correlation coefficient greater than .276 with forty-nine degrees of freedom at the .05 level and the probability of less than .05 before there could be a significant relationship between males and females rating the competencies.

The data contained in Table 13 tested the program competencies for role of the supervisor. To be a significant relationship between males and females there must have been a correlation coefficient greater than .283 with forty-seven degrees of freedom at the .05 level and the probability must be less than .05. There were very few coefficients greater than .283 or probabilities less than .05 found in Table 13.

H_0 : 2. There is no significant relationship between practicing principals or supervisors and non-practicing principals or supervisors in responding to the program competencies. The data contained in Table 12 tested this hypothesis between practicing principals and non-practicing principals. The correlation coefficient must have been

greater than .276 with forty-nine degrees of freedom at the .05 level and the probability of less than .05 before there could be a significant relationship between the practicing and non-practicing principals in responding to the program competencies. There were very few coefficients greater than .276 and probabilities of less than .05.

The data in Table 13 were to test the second part of the hypothesis between practicing and non-practicing supervisors in responding to the program competencies. There were very few correlation coefficients greater than .282 or less than the probability of .05. This indicated there was no significant relationship between the practicing and non-practicing supervisors in their perceptions of those particular program competencies.

H₀: 3. There is no significant relationship between graduates with more experience than graduates with less experiences in education in responding to the program competencies. The data contained in both Tables 12 and 13 tested this hypothesis at four different levels of experience: 1-7 years, 8-12 years, 13-17 years, and 18 or more years. Table 12 was used to test the four levels of experience in responding to the administrative competencies. The same criteria was used to test this hypothesis in Table 13 which resulted in very few correlation coefficients greater than .276 and probabilities of less than .05.

To test the four levels of experience in education with the supervisory competencies, Table 13 was used. The

same criteria was used in Table 13 to determine if there was any significant relationship in this hypothesis. Again, the coefficients greater than .283 were minimal as were the probabilities less than .05.

H₀: 4. There is no significant relationship between Ed.S. degree recipients and M.A. Ed. degree recipients in responding to the program competencies. The same tables, 12 and 13, along with the same criteria, were used to test this hypothesis. The data in both tables indicated that there were very few correlation coefficients greater than .276 in Table 12 or .282 in Table 13. There were very few probabilities less than .05 in either table.

The remaining two hypotheses were designed to ascertain if there were any significant relationships between certain demographic data and the evaluation of courses in administration and supervision. Table 14 was designed specifically to test these two hypotheses. Probability and Pearson's correlation coefficient analysis were used to determine if there were any significant relationships.

The last two hypotheses were as follows:

H₀: 5. There is no significant relationship between practicing principals or supervisors and non-practicing principals or supervisors in evaluating the administration and supervision curricula. The data contained in Table 14 tested this hypothesis at the .05 level of significance. To be a significant relationship between practicing and non-practicing principals or supervisors, the probability must

TABLE 12

CORRELATION MATRIX TO TEST PROGRAM COMPETENCIES IN THE ROLE OF THE PRINCIPAL

	Degree	Practicing Adminis- trator	Experience	Gender	Work in field of Adminis- tration	Experience				Probability <.05
						1-7 years	8-12 years	13-17 years	18+ years	
Degree	1.0000	0.032	0.135	-0.082	0.313	-0.152	0.150	-0.175	0.164	0.000
Employed as an Administrator	0.0325	1.000	-0.032	0.127	0.007	-0.149	0.050	0.057	-0.059	0.000
Experience Level	0.135	-0.032	1.000	-0.409	0.304	-0.606	-0.297	0.295	0.767	0.000
Gender	-0.082	0.127	-0.409	1.000	0.230	0.389	-0.032	-0.084	-0.280	0.000
Role 1, Statement 36	0.143	0.154	0.174	0.017	0.080	0.040	-0.216	0.089	0.172	0.513
Role 1, Statement 37	0.255	0.281	0.150	0.071	0.069	-0.039	-0.187	0.005	0.220	0.555
Role 2, Statement 38	0.291	-0.087	0.173	-0.077	0.171	-0.013	-0.082	-0.110	0.251	0.508
Role 2, Statement 39	-0.001	0.139	0.196	-0.171	-0.012	-0.141	-0.041	0.017	0.176	0.727
Role 2, Statement 40	-0.175	0.053	0.088	-0.261	-0.184	0.055	-0.216	0.100	0.043	0.586
Role 2, Statement 41	0.252	-0.030	0.092	-0.150	-0.010	-0.196	0.019	0.015	0.084	0.513
Role 3, Statement 42	-0.073	0.085	0.137	-0.038	-0.004	-0.073	-0.157	0.064	0.156	0.600
Role 3, Statement 43	-0.022	0.046	0.058	-0.248	0.051	-0.052	-0.094	0.063	0.063	0.854
Role 3, Statement 44	0.081	-0.106	0.136	-0.274	-1.06	-0.289	0.061	0.140	0.015	0.272
Role 4, Statement 45	0.170	0.005	0.055	-0.023	0.031	0.079	-0.113	-0.067	0.138	0.821
Role 4, Statement 46	0.145	-0.042	0.167	-0.213	-0.014	-0.071	-0.112	0.046	0.162	0.800
Role 5, Statement 47	-0.102	0.101	0.173	0.034	0.085	-0.105	-0.158	0.065	0.188	0.517
Role 5, Statement 48	0.094	0.163	0.150	0.103	0.110	0.154	-0.385	0.069	0.249	0.080
Role 5, Statement 49	0.040	0.165	0.099	0.058	0.179	0.144	-0.148	-0.103	0.200	0.332

TABLE 12 (Continued)

	Degree	Practicing Adminis- trator	Experience	Gender	Work in field of Adminis- tration	Experience				Probability < .05
						1-7 years	8-12 years	13-17 years	18+ years	
Role 6, Statement 50	0.210	0.136	-0.041	0.165	0.178	0.202	-0.186	-0.131	0.136	0.346
Role 6, Statement 51	0.129	0.057	0.015	0.134	0.203	0.192	-0.256	-0.143	0.230	0.116
Role 6, Statement 52	0.135	0.298	0.138	0.078	0.160	0.080	-0.208	-0.041	0.232	0.554
Role 7, Statement 53	0.307	-0.047	0.136	-0.274	0.047	-0.030	-0.038	-0.108	0.202	0.215
Role 7, Statement 54	0.243	-0.104	0.251	-0.166	0.137	-0.173	-0.137	-0.039	0.322	0.119
Role 7, Statement 55	0.195	0.013	0.163	-0.077	0.236	-0.035	-0.076	-0.162	0.285	0.341

NOTE: 49 df at .05 level > .276 for significant relationship.

TABLE 13

CORRELATION MATRIX TO TEST PROGRAM COMPETENCIES IN THE ROLE OF THE SUPERVISOR

	Degree	Practicing Adm./Sup.	Experience	Gender	Working in the field	Experience				Probability < .05
						1-7 years	8-12 years	13-17 years	18+ years	
Degree	1.000	0.004	0.238	-0.053	-0.082	-0.288	0.255	-0.170	0.220	0.000
Employed as an Adm./Sup.	0.004	1.000	-0.216	0.121	0.052	0.094	-0.116	0.003	-0.110	0.000
Experience	0.238	-0.216	1.000	-0.206	0.223	-0.488	-0.196	0.326	0.734	0.000
Gender	-0.053	0.121	-0.206	1.000	-0.174	0.258	-0.031	-0.031	-0.170	0.000
Role 1, Statement 56	0.087	0.006	0.378	-0.192	-0.289	-0.359	-0.111	0.242	0.243	0.033
Role 1, Statement 57	0.030	0.155	0.380	-0.219	0.030	-0.224	-0.195	0.200	0.295	0.077
Role 1, Statement 58	0.001	0.148	0.102	-0.142	-0.016	-0.059	-0.089	0.159	0.020	0.858
Role 1, Statement 59	-0.038	-0.064	-0.034	-0.208	0.192	0.108	-0.011	0.013	-0.056	0.896
Role 2, Statement 60	0.163	0.073	0.229	-0.005	0.011	-0.216	0.005	-0.024	0.236	0.417
Role 2, Statement 61	-0.239	0.303	-0.060	-0.152	-0.046	-0.039	-0.090	0.143	-0.088	0.585
Role 2, Statement 62	0.079	0.251	0.202	0.075	0.031	-0.087	-0.165	0.012	0.260	0.563
Role 2, Statement 63	-0.094	0.070	0.110	-0.290	-0.004	-0.097	-0.161	0.064	0.153	0.509
Role 3, Statement 64	0.109	-0.025	0.340	-0.276	-0.016	-0.332	-0.161	0.127	0.330	0.017
Role 3, Statement 65	-0.143	0.234	0.145	-0.002	-0.172	0.019	-0.344	0.226	0.136	0.158
Role 3, Statement 66	-0.027	-0.051	0.224	-0.331	-0.006	-0.260	-0.184	0.153	0.223	0.053
Role 4, Statement 67	0.137	0.037	0.227	-0.201	-0.023	-0.331	0.012	0.080	0.178	0.159
Role 4, Statement 68	0.127	0.123	0.245	-0.276	-0.004	-0.325	-0.023	0.061	0.226	0.115
Role 5, Statement 69	0.162	-0.179	0.347	-0.042	0.027	-0.197	0.192	0.037	0.150	0.009
Role 5, Statement 70	0.299	-0.095	0.348	-0.107	-0.060	-0.213	0.159	-0.108	0.290	0.026
Role 5, Statement 71	0.139	-0.115	0.411	-0.150	0.207	-0.163	-0.022	0.170	0.217	0.021

NOTE: 47 df at .05 level > .282 for significant relationship.

be less than .05. In this particular correlation matrix the degrees of freedom depended on how many respondents evaluated each specific course because not every one took the same courses in their program of study. Therefore, the degrees of freedom may have varied from course to course. There were very few probabilities less than .05 which indicated there was no significant relationship.

H_0 : 6. There is no significant relationship between Ed.S. degree recipients and M.A. Ed. degree recipients in evaluating the administration and supervision curricula. The data contained in Table 14 tested this last hypothesis at the .05 level of significance. The probability measurement and Pearson's correlation matrix were used to determine the significance between degree recipients in evaluating the courses in administration and supervision. As in testing the other hypothesis, the degrees of freedom varied, but the probability still had to be less than .05 to be significant. Consequently, there were very few coefficients or probabilities that met the criteria.

In the final analysis, after testing all six hypotheses the data indicated that there were no significant relationships to refute any of those hypotheses.

Factor Analysis of the Program Competencies

A distinctive characteristic of factor analysis has been its data-reduction capability. Given an array of correlation coefficients for a set of variables, factor

TABLE 14

CORRELATION MATRIX FOR TESTING COURSE EVALUATIONS

Courses	Practicing Adm./Sup.		Responses N=60	Ed.S. Recipients		Responses N=60
	Coefficient	Probabilities		Coefficient	Probabilities	
Research Ed 500	0.061	0.323	58	0.095	0.240	58
Curriculum Development Elem 501	0.134	0.270	23	-0.181	0.204	23
Curriculum Development Sec 505	0.177	0.130	42	0.018	0.453	42
History of Educational Thought 506	0.158	0.193	32	0.121	0.253	32
School and Community Leadership 510	0.025	0.424	59	-0.050	0.353	59
Trends and Strategies in Education 520	0.083	0.295	44	0.149	0.166	44
Organization and Administration 531	0.125	0.178	56	0.065	0.316	56
Supervision of Instruction 532	0.063	0.316	59	0.063	0.318	59
School Business Management 534	0.193	0.107	43	0.230	0.068	43
School Law 536	0.177	0.089	59	0.014	0.455	59
Practicum 590	0.058	0.350	46	-0.111	0.230	46
Seminar in Supervision 632	0.104	0.266	38	0.077	0.323	38
Administration of Elem./Sec. School 660-70	-0.054	0.366	42	0.395	0.005	42
Seminar in Elem./Sec School Principalship 661-71	-0.058	0.363	38	0.315	0.027	38
Behavior Studies outside Education Department	0.367	0.013	37	0.239	0.077	37
Seminar in Behavior Science 601	0.538	0.009	19	0.563	0.006	19
Seminar in Behavior Science 602	0.319	0.092	19	0.205	0.199	19
Seminar in Administration 603	0.419	0.077	13	-0.103	0.368	13

TABLE 14 (Continued)

Courses	Practicing Adm./Sup.		Responses N=60	Ed.S. Recipients		Responses N=60
	Coefficient	Probabilities		Coefficient	Probabilities	
Contemporary Ideas in Education 605	-0.420	0.174	17	-0.420	0.174	17
Personnel Administration 610	-0.190	0.166	28	-0.052	0.396	28
Theories of Leadership 620	0.149	0.216	30	0.492	0.003	30
Group Dynamics 630	0.211	0.107	36	0.321	0.028	36
School Plant 633	0.000	0.500	35	-0.011	0.473	35
Socio-Cultural Foundations in Education 640	0.389	0.040	21	-0.152	0.254	21
Curriculum Improvement 650	0.031	0.428	36	-0.056	0.372	36
Classroom Management 680	0.304	0.048	31	0.187	0.156	31
Practicum 690	0.160	0.292	14	-0.101	0.365	14
Field Study 699	0.534	0.037	12	-0.207	0.259	12

NOTE: Probability <.05 for significant relationship.

analytic techniques have enabled the researcher to see whether some underlying pattern of relationships existed such that the data may be "rearranged" or "reduced" to a smaller set of factors. This type of analysis would assist another researcher in the replication of this study to determine if the survey instrument could be rearranged for better analysis. Therefore, the data contained in Tables 15 and 16 were designed to analyze the program competencies and determine if there were relationships that existed between the competency statements and the respondents.

To use this type of analysis a correlation matrix for the program competencies was constructed to compute the eigenvalues. Five eigenvalues were found to be greater than one which were used as the new loading factors for the factor matrix. Finally, a varimax rotation of those five factors was used to compute the new factor matrix.

The data contained in Table 15 depicted the new factor matrix designed to determine which competency statements pertaining to the role of the principal tended to "hang" together as a result of the respondents' perceptions. To ascertain if there were any relationships, the coefficients had to be greater than .50 to show a correlation between the factors and the statements. In factor one, there were four statements which "hung" together to form a relationship. Those statements were 36, 37, 45, and 50 (see Appendix B). Essentially, this meant that if any one of those statements in the pattern above were rated high or low, the same rating

TABLE 15

FACTOR ANALYSIS OF THE PROGRAM COMPETENCIES FOR PRINCIPALS
USING A VARIMAX ROTATED FACTOR MATRIX

Role and Competency Statements: Principal ¹	Factor Matrix ²					Communality
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	
Role 1, Statement 36	0.642	0.085	0.114	0.075	-0.310	0.534
Role 1, Statement 37	0.877	0.041	0.122	0.150	-0.104	0.818
Role 2, Statement 38	0.148	0.037	0.218	0.349	-0.746	0.748
Role 2, Statement 39	0.362	0.158	0.270	0.130	-0.649	0.668
Role 2, Statement 40	0.166	0.642	0.149	-0.066	-0.256	0.531
Role 2, Statement 41	0.136	0.352	0.128	0.072	-0.656	0.595
Role 3, Statement 42	0.062	0.621	0.193	0.179	-0.013	0.459
Role 3, Statement 43	0.155	0.842	-0.035	0.321	0.185	0.872
Role 3, Statement 44	0.015	0.707	0.056	0.189	-0.392	0.693
Role 4, Statement 45	0.702	0.190	0.143	0.117	0.001	0.681
Role 4, Statement 46	0.489	0.356	0.233	-0.052	-0.342	0.540
Role 5, Statement 47	0.246	0.407	0.676	-0.100	-0.219	0.742
Role 5, Statement 48	0.319	0.185	0.740	0.237	-0.039	0.742
Role 5, Statement 49	0.028	-0.048	0.734	0.028	-0.257	0.608
Role 6, Statement 50	0.539	0.130	0.005	0.606	-0.116	0.691
Role 6, Statement 51	0.172	0.369	0.453	0.000	0.001	0.654
Role 6, Statement 52	0.286	0.065	0.522	0.074	-0.201	0.853
Role 7, Statement 53	0.048	0.237	0.030	0.814	-0.236	0.778
Role 7, Statement 54	0.158	0.595	0.072	0.100	-0.256	0.459
Role 7, Statement 55	-0.071	0.402	0.500	0.465	-0.396	0.789
Factor Contributions	2.860	3.260	2.500	2.420	2.340	13.460
Percent of total Variance	14.3%	16.3%	12.9%	12.1%	11.7%	67.3%

¹See Appendix B.²Factor loadings > .50 show correlations between factors and the variables.

was given to the other statements because of certain perceived relationships (by the respondents). Statements 40, 42, 43, 44, and 54 loaded on factor two and there were five statements, 47, 48, 49, and 55 which "hung" together to load on factor three. Factor four had statements 50, 51, 52, and 53 show a pattern while factor five had three statements, 38, 39, and 41, "hang" together.

The data contained in Table 16 illustrated basically the same information that was depicted in Table 15 except the competency statements and factors pertained to the role of the supervisor. The same criteria ($> .50$) was used to determine if there were any correlations between the factors and the statements. In the first factor there were two statements, 67 and 68, which "hung" together. Statements 69, 70, and 71 loaded on factor two to form a pattern. Factor three had four statements, 57, 58, 61, and 65, that "hung" together and statements 56, 62, and 66 "hung" together to load on factor four. Factor five had three statements that "hung" together, 59, 63, and 64.

TABLE 16

FACTOR ANALYSIS OF THE PROGRAM COMPETENCIES FOR SUPERVISOR
USING A VARIMAX ROTATED FACTOR MATRIX

Role and Competency Statements: Supervisor ¹	Factor Matrix ²					Communality
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	
Role 1, Statement 56	0.378	0.341	0.258	-0.536	-0.271	0.686
Role 1, Statement 57	-0.020	0.389	0.681	-0.460	-0.057	0.830
Role 1, Statement 58	0.127	0.411	0.665	0.111	0.209	0.684
Role 1, Statement 59	0.003	0.239	0.290	0.023	0.721	0.662
Role 2, Statement 60	0.388	0.142	-0.126	-0.462	0.463	0.615
Role 2, Statement 61	0.248	-0.064	0.797	0.107	0.156	0.736
Role 2, Statement 62	-0.006	0.054	-0.028	-0.757	0.318	0.606
Role 2, Statement 63	0.265	-0.002	0.191	-0.310	0.737	0.745
Role 3, Statement 64	0.457	-0.009	0.112	-0.239	0.543	0.573
Role 3, Statement 65	0.004	-0.174	0.709	-0.420	0.282	0.790
Role 3, Statement 66	0.397	0.052	0.147	-0.611	0.133	0.573
Role 4, Statement 67	0.889	0.065	0.090	0.000	0.168	0.830
Role 4, Statement 68	0.894	0.100	0.149	-0.150	0.116	0.867
Role 5, Statement 69	-0.046	0.876	0.079	0.059	0.048	0.782
Role 5, Statement 70	0.144	0.776	-0.080	-0.375	0.019	0.770
Role 5, Statement 71	0.133	0.869	0.120	-0.054	0.150	0.815
Factor Contributions	2.448	2.688	2.336	2.176	1.984	11.632
Percent of Total Variance	15.3%	16.8%	14.6%	13.6%	12.4%	72.7%

¹See Appendix B.

²Factor loadings $> .50$ show correlation between factors and the variables.

Chapter V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to present a summary of the findings, conclusions and recommendations of this field study.

The problem of this investigation has been to obtain, organize and present data of a stratified random sample from graduates who were in the administration and supervision programs at Austin Peay State University, in order to determine the effectiveness of academic preparation in public school administration and supervision as perceived by the programs' graduates.

The purposes of this study have been:

1. To ascertain the extent to which the graduates perceived the courses of instruction in their academic preparation as relevant to subsequent educational administrative functions and roles.
2. To obtain perceptions from the graduates concerning their acquisitions of competencies and useful professional knowledge while pursuing a degree in administration and/or supervision.
3. To examine relationships between certain demographic groups and their perceived competencies and curricular evaluations.

4. To present conclusions and recommendations based on the findings that would assist the education faculty in their continuous evaluation, revision, and improvement of the administration and supervision programs.

5. To provide data for the self-study committees of SACS and NCATE.

6. To provide a questionnaire and follow-up model by which the department of education may maintain communication with its administration and supervision graduates.

To obtain this information, a cover letter and a questionnaire along with a stamped, self-addressed, return envelope was mailed to a selected random sample of one hundred graduates. Sixty usable responses were received and analyzed, and the data were included in this study.

Findings

This field study supplied data needed for insight into how graduates from Austin Peay State University perceived the graduate programs in administration and supervision. This research resulted in the following findings:

1. Thirty-six or 60.0 percent of the sixty respondents were men and twenty-four or 40.0 percent were women.

2. All sixty respondents had a Master of Arts in Education degree while only thirteen or 21.7 percent of the respondents had an Education Specialist degree.

3. Most of the respondents had earned two or more endorsements. There were twice as many initial

endorsements earned as advanced, with 51.7 percent of the respondents earned an initial secondary principal endorsement and 45.0 percent earned initial endorsements in secondary supervision. Also, there were 51.2 percent more endorsements earned by males than females.

4. Twenty-nine or 48.3 percent of the respondents taught at the elementary or secondary level while seventeen or 28.3 percent of the respondents were employed in administrative or supervisory positions. Thirteen or 76.5 percent of those individuals employed in administration or supervision were males. Also, there were fourteen or 23.3 percent of the respondents gainfully employed in other positions beside the ones listed in the questionnaire.

5. Twenty-three or 38.3 percent of the respondents have had eight to twelve years of experience in education. Thirteen or 21.7 percent have had one to seven years of experience. There were eleven or 18.3 percent of the respondents in both levels, thirteen to seventeen years and eighteen or more years, that had educational experience. There were only two or 3.3 percent without experience in education.

6. Of the twenty-eight courses evaluated by the respondents, school law was rated the most valuable course which had a sample mean of 4.915, while behavioral studies outside the department of education, with a sample mean of 3.081, was rated as being the least valuable course in the administrative and supervision curricula. However, there

was only a 1.834 difference in the two sample means in rating the entire curricula.

7. School law, school and community leadership, and supervision of instruction were listed as courses which contributed the most to respondents' professional development.

8. The three courses that contributed least to the respondents' professional development were research, trends and strategies in evaluation, and behavioral studies outside of the education department.

9. The perceived reasons why 65.0 percent of the respondents rated the three courses which contributed the most to their professional development was due to the instructor, course content, and value to me as a professional.

10. Course content and value to me as a professional were the two responses most given for courses contributing least to the respondents' professional development.

11. The competency statements that pertained to the role of the principal were perceived with some degree of competency. The respondents perceived role 3, school and community with the highest degree of competency in performing those specific tasks. The overall sample mean was 4.4053. The role that the respondents felt least competent in performing was role 5, supporting services with an overall sample mean of 3.826. However, there was only a .227 difference in the mean from the most competent role to least competent role as perceived by the respondents.

12. The program competency section pertaining to the supervisory role was also perceived by the respondents with some degree of competency. The role that the respondents felt most competent in performing was role 3, instructional staff, with an overall sample mean of 4.117. The role the respondents perceived as having the least amount of competency was role 5, evaluation, experimentation, and research, with sample mean of 3.722. Again, it should be pointed out there was only a .345 difference in the two roles.

13. The six hypotheses tested, using Pearson's Product Moment Coefficient Correlation along with probability and multiple regression analysis, were not rejected at the .05 level of significance using a two-tailed test. There were no significant relationships found between type of degree, gender, practicing and non-practicing principals or supervisors, or levels of experience in evaluating the program competencies. The coefficients had to be greater than .276 or .282 depending on which competency the respondents were evaluating and the probability had to be less than .05 to show any significant relationships. There were also no significant relationships found between type of degree or practicing and non-practicing principals or supervisors in evaluating the administration and supervision courses. Again, the probabilities had to be less than .05 to report any significant relationships.

14. A factor analysis was used to determine which competency statements for the role of the principal "hung" together to form pattern relationships. The findings were: statement 36, 37, 45, and 50 loaded on factor one; statements 40, 42, 43, 44, and 54 "hung" together to load on factor two; statements 47, 48, 49, and 55 loaded on factor three; statements 50, 51, 52, and 53 loaded on factor four; and factor five had statements 38, 39, and 41 "hang" together.

15. A factor analysis was also used to determine which competency statements tended to "hang" together pertaining to the role of the supervisor. The findings were: statement 67 and 68 loaded on factor one; statement 69, 70, and 71 loaded on factor two; statements 57, 58, 61, and 65 loaded on factor three; statements 56, 62, and 66 "hung" together and loaded on factor four; and statements 59, 63, and 64 loaded on factor five.

Conclusions

Based on the findings and insights drawn from this study, the conclusions were as follows:

1. More men than women have been pursuing degrees in administration and supervision.

2. Most of the endorsements earned were initial endorsements in the areas of secondary administration and supervision.

3. There seems to have been increase in graduate students pursuing the Educational Specialist degree in

order to earn the advanced endorsements.

4. There were an abundance of individuals certified in both administration or supervision, consequently only a few individuals had jobs in these areas.

5. Of the individuals employed in supervisory or administrative positions, over three-fourths were men.

6. The majority of the courses in the administration and supervision programs were perceived by the graduates as having at least some academic value.

7. There were some differences as to the three most effective courses and the three courses which contributed least to the graduates' professional development.

8. Overall, the respondents felt after their formal training some degree of competency in performing certain roles and tasks associated with duties of the principal and supervisor.

9. A major weakness perceived by the respondents in the program competencies was the role pertaining to evaluation, experimentation, and research.

10. Even though there were no significant relationships found in the study, there were tendencies for Ed.S. recipients and practicing administrators and supervisors to rate some of the administration and supervision courses higher than the individuals who didn't have those characteristics.

11. There were also tendencies for male, practicing administrators, respondents with more experience, and those

with an Ed.S. Degree to feel some what more competent in rating some of those program competencies pertaining to both the administrator and supervisory roles, than the individuals that did not have those particular characteristics.

12. The education department has sufficiently met the overall goals and objectives of the graduate programs in administration and supervision in effectively preparing students academically to meet the challenges and demands of the public school administrator or supervisor.

Recommendations

The following recommendations are presented for consideration:

1. Research studies should be continuously developed so as to be sure that the graduate programs in administration and supervision are fulfilling their goals and objectives.

2. The findings of this study should be discussed with the faculty involved in the graduate programs in administration and supervision.

3. Maintain the twenty-eight courses of instruction which presently comprise the programs in administration and supervision but incorporate more practical applications such as case study simulations and seminars given by experts in the field of administration and supervision.

4. Extend the present practicum from seventy-five hours to cover an entire quarter which would enable the

student to have a more meaningful as well as practical experience.

5. Introduce into the curricular, elective courses in quantitative analysis, statistics, and computers to enhance the graduate student to become better prepared in the areas of evaluation, experimentation and research as well as becoming a more effective decision maker.

6. Administration and supervision follow-up studies be made every three to five years using the same or similar survey instrument.

7. The program competency section in the survey instrument should be rearranged using the data from the factor analysis found in this study.

8. In replicating this study, consideration should be given to the selection of another type method to distribute the survey instrument. Some methods for consideration could be the "follow-through" method, telephone or personal interview in lieu of the mailed questionnaire to enable the researcher to elicit a much higher response rate.

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APPENDIXES



APPENDIX A

Clarksville, Tennessee 3704

April 7, 1980

Dear

The Department of Education at Austin Peay State University is to be evaluated by the National Council for Accreditation of Teacher Education in 1981. The self-study and hopefully continued accreditation is important for Austin Peay and for you as a graduate of the Administration and Supervision program.

Enclosed is one of several self-study questionnaires which will be sent to samples of our graduates. Your cooperation in responding promptly will make it possible to draw conclusions and set directions for the future as well as providing data for the self-study. Only 20 minutes of your time will be required. You will not be identified in the study, however, the questionnaires have been coded so that we may make follow ups.

A self-addressed envelope is enclosed for your convenience.

Sincerely,

William H. Ellis

William Ellis
Dean, Graduate School

Donald B. Lambert

Donald B. Lambert
Chairman, Education Department

Ronald Taylor

Ronald Taylor
Research Assistant

enclosures

JBL:hrm

AN APPRAISAL OF GRADUATE PROGRAMS IN ADMINISTRATION AND SUPERVISION
AT AUSTIN PEAY STATE UNIVERSITY

GENERAL DATA

1. Degree(s).

a. _____ M.A.Ed. _____ year earned b. _____ Ed.S. _____ year earned

2. Area(s) of endorsement earned at Austin Peay.

- a. _____ Elementary Principal, Initial
- b. _____ Elementary Supervisor, Initial
- c. _____ Secondary Principal, Initial
- d. _____ Secondary Supervisor, Initial
- e. _____ Elementary Principal, Advanced
- f. _____ Elementary Supervisor, Advanced
- g. _____ Secondary Principal, Advanced
- h. _____ Secondary Supervisor, Advanced

3. Present Position.

- | | |
|-------------------------------|------------------------------------|
| a. _____ Elementary Teacher | e. _____ Elementary Supervisor |
| b. _____ Secondary Teacher | f. _____ Secondary Supervisor |
| c. _____ Elementary Principal | g. _____ Superintendent |
| d. _____ Secondary Principal | h. _____ Other (specify in margin) |

4. Experience in Education.

- | | |
|---------------------|----------------------|
| a. _____ 1-7 years | c. _____ 13-17 years |
| b. _____ 8-12 years | d. _____ 18+ years |

5. Sex.

- | | |
|-----------------|---------------|
| a. _____ Female | b. _____ Male |
|-----------------|---------------|

COURSE EVALUATION

Please evaluate only the subjects you completed in your administration and supervision program. Indicate by placing the letter in the margin which most nearly describes your opinion of the course:

- | | |
|-------------------|------------------------|
| (a) great value | (d) of little value |
| (b) of some value | (e) no value perceived |
| (c) nominal value | |

6. _____ Ed. 500 Research.
7. _____ Ed. 501 Curriculum Development: Elementary.
8. _____ Ed. 505 Curriculum Development: Secondary.
9. _____ Ed. 506 History of Educational Thought.
10. _____ Ed. 510 School and Community Leadership.
11. _____ Ed. 520 Trends and Strategies in Evaluation.
12. _____ Ed. 531 Organization and Administration of Public School.
13. _____ Ed. 532 Supervision of Instruction.
14. _____ Ed. 534 School Business Management.
15. _____ Ed. 536 School Law.
16. _____ Ed. 590 Practicum in Appropriate Area.
17. _____ Ed. 632 Seminar in Supervision.
18. _____ Ed. 660/670 Administration of Elem./Sec. School.
19. _____ Ed. 661/671 Seminar in Elem./Sec. School Principalship.
20. _____ Behavioral Studies Outside the Department of Education.
21. _____ Ed. 601 Seminar in Behavioral Sciences for Education
Administration (Political Science, Sociology,
and Economics)
22. _____ Ed. 602 Seminar in Behavioral Sciences for Education
Administration (Psychology, Philosophy and
Anthropology).
23. _____ Ed. 603 Seminar in Administration.
a. _____ Law.
b. _____ System Analysis.
c. _____ Professional Negotiations.
24. _____ Ed. 605 Contemporary Ideas on Education.
25. _____ Ed. 610 Personnel Administration.
26. _____ Ed. 620 Theories of Leadership.
27. _____ Ed. 630 Seminar in Group Dynamics.
28. _____ Ed. 633 School Plant.
29. _____ Ed. 640 Socio-Cultural Foundations of Education
30. _____ Ed. 650 Curriculum Improvement.
31. _____ Ed. 680 Classroom Management.
32. _____ Ed. 690 Practicum in Appropriate Area.
33. _____ Ed. 699 Field Study.

34. List in order of importance the three courses which contributed most to your professional development.

1. _____
 2. _____
 3. _____

Contributed least to your professional development:

35. Perceived reasons for selections in Item #34. Check all that apply.

Most

- a. _____ Instructor.
 b. _____ Course content.
 c. _____ Value to me as a
 professional.
 d. _____ Other (specify below).

Least

- a. _____ Instructor.
 b. _____ Course content.
 c. _____ Value to me as a
 professional.
 d. _____ Other (specify below).

PROGRAM COMPETENCIES

Below you will find role statements which can be associated with your formal training. Even though you may not be an administrator or supervisor, rate each statement in terms of how competent you feel in the area as a result of your formal training. Indicate degree of competency by placing the letter in the margin which most nearly describes your competency in the role:

PRINCIPAL: Roles and competencies for elementary and secondary principal (initial and advanced) endorsement. (IF YOU DO NOT HOLD THIS TYPE OF ENDORSEMENT, GO TO THE NEXT SECTION ON THE SUPERVISOR.)

competent (b) some competency (c) undecided (d) little competency (e) not competent

ROLE 1. GENERAL ADMINISTRATION

36. _____ Organizes school unit to work efficiently with central office personnel and personnel of other agencies.
37. _____ Develops a professional staff organization as a means of accomplishing the goals of the school unit and to implement board policy.

ROLE 2. CURRICULUM AND INSTRUCTION

38. _____ Assists the staff in arriving at mutually accepted instructional goals and objectives and moving toward these goals.
39. _____ Assists the staff in redirecting efforts, changing goals and breaking tradition where evidence indicates the need.
40. _____ Provides a structure for in-service training as related to Items 38 and 39 above.
41. _____ Structures a systematic method of evaluating the efforts of the professional staff in terms of goals, methods and products.

ROLE 3. SCHOOL AND COMMUNITY

- 42. _____ Assists the staff in understanding the leadership and power relationship in the community and how they may best be appropriated to accomplish the goals of the school.
- 43. _____ Structures public relations and information services in order to establish on-going relationships with the community.
- 44. _____ Structures appropriate professional-parent contacts which insure mutual commitment to the goals of the school.

ROLE 4. LEARNING ENVIRONMENT

- 45. _____ Assists teachers in structuring a program which insures a foundation for positive attitudes toward school and which foster and build good self-concepts.
- 46. _____ Assists teachers in seeing the social and humanistic relationships in the learning process.

ROLE 5. SUPPORTING SERVICES

- 47. _____ Establishes and maintains an efficient office organization which enhances business, staff, pupil and community relations.
- 48. _____ Develops and administers the budget of the local school including an internal accounting system.
- 49. _____ Assists the manager of food service operation in meeting nutritional, educational and pragmatic goals.

ROLE 6. PUPIL PERSONNEL SERVICES

- 50. _____ Insures that staff understands legal responsibilities when in contact with pupils.
- 51. _____ Provides leadership in establishing guidelines to encourage self-discipline and control.
- 52. _____ Organizes a system of pupil accounting and attendance and assists staffs in deriving pupil-personnel policies.

ROLE 7. STAFF PERSONNEL

- 53. _____ Assists in formulating personnel policies in the local school.
- 54. _____ Provides opportunities and encouragement for professional growth.
- 55. _____ Clarifies personal and staff roles relative to professional negotiations, grievance procedures, etc.

SUPERVISOR: Roles and competencies for both elementary and secondary supervisor's (initial and advanced) endorsement.

competent (b) some competency (c) undecided (d) little competency (e) not comp

ROLE 1. INSTRUCTIONAL SERVICES

- 56. _____ Develops educational specifications relative to plant and/or utilization.
- 57. _____ Assists in the preparation of a budget for instructional material and supplies.
- 58. _____ Assists the staff in developing specifications for instructional equipment and audio-visual media.
- 59. _____ Organizes ways of selecting instructional materials and supplies.

ROLE 2. CURRICULUM DEVELOPMENT

- 60. _____ Leads in efforts to define and interpret the goals of education and develops evaluation procedures concurrently with plans for curriculum improvement.
- 61. _____ Keeps informed about new and different trends and development in the area of instruction and leads in developing new innovative practices.
- 62. _____ Assists in preparing proposals for the funding of new programs supported by state, federal and local agencies.
- 63. _____ Insures that a curriculum evolved from practice or activity is consistent with the instructional goals of the school system.

ROLE 3. INSTRUCTIONAL STAFF

- 64. _____ Provides a structure for continuous self-renewal of staff and provides practical and effective means for complementing programs in the classroom.
- 65. _____ Devises plans for interviews, recommending, employing, and assigning personnel as well as developing job descriptions, qualifications for positions, and role distinctions.
- 66. _____ Assists staff in determining ways of evaluating teacher performance.

ROLE 4. LEARNING PROCESSES

- 67. _____ Interprets, when appropriate, theories of child development, practical learning theories, teaching styles, social and physical environments of the home, peer group, school and community as related to learning.

ROLE 5. EVALUATION, EXPERIMENTATION AND RESEARCH

- 69. ——— Devises a systematic way of keeping informed of the developments in curriculum and instruction.
- 70. ——— Designs action or field research with the assistance of teaching personnel and interprets research and makes appropriate changes in the curriculum based on the findings.
- 71. ——— Designs methods of curricula programs, materials, student performance and methods using student performance as a diagnostic tool.

APPENDIX C



AUSTIN PEAY
STATE UNIVERSITY

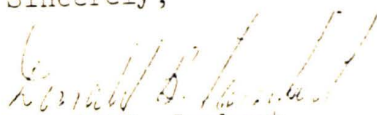
CLARKSVILLE, TENNESSEE

April 24, 1980

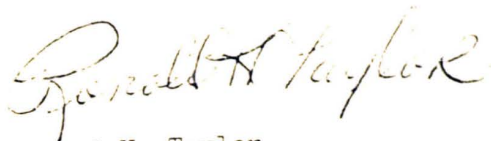
Dear Graduate:

Two weeks ago, we sent you a questionnaire which serves as the basis of an accreditation evaluation of the Administration and Supervision Program in the Department of Education at Austin Peay State University. Currently, we have received approximately 40 percent of the questionnaires, but so that our study may be as complete and meaningful as possible we need to receive close to 100 percent return on our questionnaire. Thank you for your time and cooperation in completing this questionnaire. May we hear from you soon!

Sincerely,



Donald B. Lambert
Chairman, Education Department



Ronald K. Taylor
Research Assistant

RT/hrm

P.S.--Disregard if you have returned the questionnaire.