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THE IDENTIFICATION AND FORMATING OF DATA BASED ON THE
PERCEPTIONS AND OPINIONS OF UNIVERSITY OF ALABAMA
GRADUATES AND THEIR SUPERVISORS WHICH WILL
CONTRIBUTE TO THE IMPROVEMENT OF
PROFESSIONAL ADMINISTRATION
TRAINING PROGRAM

by

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A DISSERTATION

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Rationale of the Study

Educational administrators occupy positions of leadership within a school system. In the course of meeting the responsibilities attached to these positions, administrators directly influence the extent to which the educational goals of the system are met. Furthermore, they are also in a position to influence if not determine what goals a school system aspires to attain. Thus, the quality of the school system is generally a reflection of the quality of leadership rendered by its administrative staff, particularly the superintendent. Castetter reports on the matter.

The problems involved in attaining education of fine quality in local school districts are formidable. Purposes must be defined, policies established, programs developed, personnel employed, facilities purchased, revenues obtained, and a host of separate operations coordinated. This work is done by people--professional educators, non-teaching personnel...¹

In view of this, school administrators must assume the overall responsibility of maintaining a relevant and

¹William B. Castetter, The Personnel Function in Educational Administration (New York: The Mcmillan Co., 1971), p. 239.

effective educational program. Obviously the administrator can not accomplish this while operating in a vacuum. He must be aware constantly of the perpetually fluctuating needs of society and the people who comprise it. The reason is that the present structure of society with its increasingly complicated interlocking processes and relationships is demanding more and more from its school systems. At the same time, school systems are being affected by a great number of forces that were previously nonexistent. This is due to the general metastasis in which our society is involved while making "a profound and painful transformation from advanced industrialism to the early stages of a new Service Society."² This movement dictates the need for revision in many of the traditional administrative practices previously accepted as standard operating procedure.

As an example, a trend toward bilateralism has developed among public employees in recent years. The result has been an increase in the number of public servants joining labor unions and taking a more militant attitude toward their employers. This is profoundly the case in education, for teacher militancy and unionization are on a surging increase today. In effect, this generates a strong need for professional expertise which was previously nonexistent, namely that of negotiating.

²"What, Another Hoover Commission?" Public Administration Review, Vol. XXVIII (March-April, 1968), 169-180.

School administrators are also finding it increasingly necessary to become involved in politics. This is due to the keen competition that has developed between public institutions in their intense bid for tax dollars. This means yet another skill administrators need to acquire if they are to function effectively.

Internal and external special interest groups are also making their presence known to school administrators. One area of particular concern to them is that of accountability. The public and particularly the state and Federal governments have become very conscious of spending by educational agencies and are demanding to know what results tax dollars have yielded. Thus, the superintendent must develop and incorporate accurate reporting systems that clearly depict what was realized and not solely how the money was spent.

Internally, accountability may possess a different meaning but of no lesser value. Greater demands are being made for use of the group process in decision making. One reason is again accountability. If people are going to be held accountable for the results of their efforts they want to share in determining in what activities they will be engaged. This necessitates an adjustment being made on the part of the administrator, for as a result, he can no longer be the sole controlling force in educational decisions.

There are many other areas of concern facing the school administrator of today equally as important, some even crisis oriented. Among them are integration, busing, technological change, student militancy, vandalism, and judicial intervention. In each area the development of new expertise is required to resolve the situation. The practicing administrator may decide to return to an institution of higher education to acquire the needed skills or he may elect to generate them himself, the latter usually being the case. However, many administrators will decide to return to a university for retraining or refresher courses as will others who are desirous of initial administrative training. In any case, the importance of the curriculum content can not be overemphasized, for it is the curriculum that provides the knowledge and skills needed to cope with the constantly changing educational scene.

The intent of the curriculum is not to produce the complete administrator, but to produce individuals who are aware of changes and trends that are occurring in society and the forces existing to perpetuate them. Thus the gain realized via the curriculum is one of basic knowledge to be used in the development of processes for coping with educational situations.

In view of this, the central underlying element that should be constantly sought as a guide in providing experiences through a curriculum is relevance. If a

program is not viable it can be of little pragmatic value. Thus, qualities of elasticity and relevancy are essential to an effective curriculum.

However, change for the sake of changing is of little value. Some criteria are needed for determining areas and activities of the curriculum that have become outmoded and need to be revised as well those that need to be added or deleted. One approach to meeting this need is through the use of feedback data.

Feedback data can be drawn from a number of sources and by various techniques. The choice of either or both will directly determine data validity and usefulness. Thus, the employment of a primary source for the data pool is essential. A good choice for filling the pool would be graduates of the program. The American Association of Colleges for Teacher Education reports on this point:

Maintenance of acceptable programs for the advanced preparation of teachers and for the preparation of other professional school personnel requires the systematic evaluation of the quality of the professionals who complete the programs, modification of existing programs, and long-range planning.³

The use of the evaluative technique in extracting data from the subject pool will allow several types of data bits to be drawn from a single source. This is done by varying the tool in accordance with the group to which it is being applied. The tool can also be varied according to

³AACTE, Recommended Standards for Teacher Education
(AACTE Washington, D.C.: 1969), p. 21.

what is being appraised, i.e., whether it is the program or the performance of the individual. Thus, a multiple effect can be realized by using this method.

Graduates of an institution can be evaluated at two points, (1) when they graduate and (2) after they assume a position as a professional administrator. AACTE states, "The ultimate criterion for judging advanced programs is whether they produce graduates who enter the profession and perform effectively."⁴

This study will be concerned with the evaluation of the graduate after he has assumed the role of a professional administrator. In doing this, it is believed that some conclusions and deductions can be made regarding needed revisions and status of the curriculum for training professional educational administrators.

Statement of the Problem

The purpose of this study is to provide pertinent feedback data for use in revising the College of Education's curriculum for training professional educational administrators.

Need of the Study

Educational administrators are facing problems today that were nonexistent only a few years ago. Among these issues are teacher militancy, busing, accountability, and

⁴Ibid., p. 22.

contract negotiations, to name a few. Thus, the training programs for administrators need to reflect an awareness of these problems by providing methodology for solving or resolving them. The development of such programs is essential to the future of education.

In the course of developing and maintaining programs of this type, a data base is needed to provide direction and extent in making changes. This study intends to secure the information necessary for maintaining and developing these programs.

Procedures of the Study

In the course of this study, data will be gathered to answer seven basic questions. These questions are as follows:

1. What are the major components of a personnel evaluation program or system?
2. How do University of Alabama graduates in school administration compare with educational administrators who have graduated from other colleges or universities?
3. What are the major strengths and weaknesses of administrators who have graduated from the University of Alabama as seen by their supervisors?
4. What are the major strengths and weaknesses of the administrative training program at the University of Alabama as perceived by graduates of it?
5. What are the components of the program that are the most and least helpful?

6. What are the major characteristics of graduates of the University of Alabama's program such as their financial profile, position and rank held within organizations and systems, relationship between income and training, etc.?

7. What recommendations can be made for program improvement?

The data to be used as a basis for answering these questions will be derived through the use of two techniques. These techniques are the questionnaire and the interview.

Two types of questionnaires will be employed to provide appropriate data from the various sources to be used. One questionnaire will be sent to all graduates of the College of Education who have completed administrative course work within the past five years. The purpose of it will be to solicit an evaluation of the program in which they have participated.

The other questionnaire will be used to provide information on the quality or type of job performance rendered by graduates of the program currently engaged in administrative practice. It will be executed by the supervisors of these administrators.

The second technique adopted for data gathering is the interview. This method will be applied to selected graduates of the administrative training program who hold Ed.D or Ph.D. degrees. Unlike subjects holding B.A. or

M.A. degrees, these participants were not restricted to graduates within the past five years. The instrument to be used in the personal interviews will be developed by the writer and will solicit general evaluative information about the various aspects of the administrative curriculum operating in the College of Education. Great care will be taken in applying the instrument so as not to lead or influence the subjects under examination in any manner.

The development of the questionnaires to be used in this study was done in part by graduate students and in part by the faculty of the College of Education.

Limitations of the Study

This study will be limited to data gathered from or about graduates of the College of Education who have completed a course of study in educational administration and who are currently occupying positions as educational administrators. The study will be limited further by considering only those people who have earned a bachelors or masters degree within the past five years. Graduates having earned a Ph.D. or an Ed.D. will be included regardless of their graduation date.

Organization of the Study

This study will be organized into five chapters. Chapter I will provide the format of the study, which will include a rationale, the purpose of the study, the need

for the study, the organization of the study, the limitations of the study, the procedure of the study, and the definition of terms. Chapter II will be devoted to a review of the literature as it relates to the methodology of personnel evaluation to be used in this study. Chapter III will contain the strategies and procedures used in gathering the data. Chapter IV will present the data to be obtained. Chapter V will contain findings, conclusions, and recommendations for use of the data.

Definition of Terms

Terms used in this study are defined as follows. Any variation from these definitions is mentioned in the text.

Appraisal.--A systematic, periodic, and so far as humanly possible, an impartial rating of an employee's excellence in matters pertaining to his present job and to his potentialities for a better job.⁵

Evaluation.--Evaluation and appraisal will be used interchangeably throughout this study.

Halo effect.--The tendency for the rater to rate a person high on every trait if the person is outstanding in one particularly desirable characteristic, and to rate low on all traits if there is some particularly conspicuous undesirable characteristic.

⁵Charles W. Lytle, Job Evaluation Methods 2nd ed. (New York: The Ronald Press Co., 1955), p. 328.

Item.--A question or descriptive statement appearing on an instrument or questionnaire used to obtain a reaction.

Progress review conferences.--When superior and subordinate meet to seek a better understanding of ways to improve the latter's performance and to develop his potential as fully as possible.⁶

Questionnaire.--A set of questions or statements for submission to a number of persons for the purpose of obtaining data; it will be used interchangeably with instrument.

⁶Castetter, p. 251.

CHAPTER II

REVIEW OF THE LITERATURE

The following information will attempt to show the various reasons and methods available for appraising the performance of administrative educational personnel. For obvious reasons of time and energy all evaluative endeavors could not be reviewed, however, an attempt has been made to provide the reader with a concise representation of the major reasons, functions, and methodologies of the appraisal process; particularly those concerned with the appraisal of administrative behavior.

The sources used in compiling this phase of the study were drawn from two principal areas. They are the disciplines of business and education. Although at first glance these two areas may appear broadly differentiated, their commonality will soon become apparent. This is particularly true in the case of performance appraisal criteria. It is for this reason that the sources were jointly drawn upon.

The terminology used in this chapter has been for the most part restructured for educational orientation; however, in some instances, it was unfeasible to modify

terms due to a substantial degree of loss in meaning. Thus, it is necessary to define several terms used throughout this chapter. They are as follows:

superior -- refers to individuals who occupy positions of management in dealing with personnel. Does not signify quality or worth.

subordinate -- individuals whose job activities are determined by managers.

rating -- appraisal.

manager -- individuals who determine and are responsible for the behavior of other individuals.

executive -- individuals who occupy administrative positions associated with the upper organizational echelon.

Introduction

Evaluation has a wide variety of uses within any organization. It can be used for employing, promoting, training, retraining, demoting, transferring, and releasing personnel. In reviewing the literature dealing with these processes, only evaluation concerning performance of administrators for training and/or development was focused upon with a degree of concentration. The reason for this was that when one evaluates the performance of individuals, he simultaneously evaluates the training program in which they participated. Thus, by appraising the performance of educational administrators, one also appraises the curriculum of the training program in which those administrators participated.

To be accurate in the conclusions drawn from the data obtained through evaluations, it is necessary to understand the variables and forces affecting the appraisal process. In doing this a value system can be derived for judgment of the data as well as a reduction of ambiguity in interpreting the results.

Definition of the Evaluation and Appraisal Process

Appraisal systems generally possess two common goals in evaluating the performance of personnel. They are to indicate the quality and quantity of the efforts rendered.

Van Miller defines evaluation by distinguishing between measurement and evaluation.

Measurement provides us with information as to how some quantity or quality compares with some other quantity or quality that we know--frequently with some established unit of measurement.¹

Evaluation involves the judgment we make based upon the examination of information drawn from measurement.²

Thus evaluation should involve information about the object evaluated; the purposes for which it is being evaluated, and the preferences of the evaluators or those for whom it is being evaluated.³

Miller further defines evaluation by delineating the time and participation involved. He states that

¹Van Miller, The Public Administration of American School Systems (New York: The Macmillan Co., 1965), p. 440.

²Ibid.

³Ibid., p. 441.

evaluation is an ongoing activity in which all citizens and staff members are involved individually or collectively.⁴

It may be specific and based on fixed criteria and procedures or it may be global and unorganized in terms of criteria.⁵

It is an unending process, used to support and oppose concerns confronted.⁶

The American Association of School Administrators defines evaluation of personnel by distinguishing it from rating. According to AASA, evaluation is a cooperative process while rating is what someone does to someone else.⁷ This attitude prevails throughout most of the literature. Evaluation is a helping activity designed to benefit the people it affects; when it becomes anything else it loses its intended purpose.

Wendell French views evaluation as a review of the performance of individuals in terms of their contributions to the goal-oriented efforts of the organization.⁸

The term "appraisal," as used in this section, denotes the evaluation of the performance and/or potential employees.⁹

⁴Ibid.

⁵Ibid.

⁶Ibid., p. 442.

⁷American Association of School Administrators, The Superintendent as Instructional Leader (Washington, D.C.: AASA, 35th Yearbook, 1957), p. 72.

⁸Wendell French, The Personnel Management Process: Human Resources Administration (Boston: Houghton Mifflin Co., 1964), p. 184.

⁹Ibid., p. 173.

In a sense, appraisal of job performance is the evaluation of the contribution of an individual employee to the effective administration of management processes.¹⁰

French's attitude is congruent with appraisal processes based on the management by objectives approach.

A salient aspect in the analysis of evaluation is the importance given to the different areas of an entity being scrutinized. In this case it is the value given to the different areas of administrative performance. This directly influences the evaluation by providing a formal or informal criteria for appraisal. Thus it is necessary to arrive at an agreement as to what type of administrative behavior constitutes good administration. In regard to this Chester Nolte reports:

The question of evaluation is obviously a value judgment and answers may differ from person to person according to their conceptions of what constitutes good educational administration. Is it related to the saving of school money? Is the good administrator one who puts the welfare of the children first? Is effective administration measurable immediately or can it be judged in its long-term effects upon society? These are questions with which the evaluative function is concerned.¹¹

The employment of an appraisal system for performance evaluation is unavoidable. Castetter reports that in the course of administering the affairs of a school system,

¹⁰ Ibid., p. 184.

¹¹ Chester Nolte ed., An Introduction to School Administration, Selected Readings (New York: The Macmillan Co., 1966), p. 382.

judgments regarding organizational personnel are inevitable.¹² Thus, appraisal systems may be operating even when unformalized or undesirable. Wendell French comments:

However, it should be recognized that, in addition to systematic or formalized appraisal, informal and non-systematic appraisal tends to be a constant factor in the life of an enterprise. People are constantly evaluating each other. Much appraisal probably occurs at a subconscious level. Even in the unlikely situation where a supervisor pays little or no attention to a subordinate, evaluation is really going on since the continuation of wages must assume at least some minimum level of performance. Thus, the problem becomes one of deciding upon the frequency of appraisal and the device and systems to be used--not whether to have appraisal.¹³

Thus, the question also becomes one of what to evaluate which entails the implementation of a value system of some type. Van Miller cites the need for using a value system because of the employment of human choice.

"With human choice operative in a finite world in education as in all other fields of human activity, we are involved with measurement and with evaluation. We can not do everything and so we must choose what things we will do."¹⁴ Therefore, the limits imposed and

¹²Castetter, p. 232.

¹³French, p. 174.

¹⁴Miller, p. 440.

alternatives available give rise to values--to valuing some things over others.¹⁵

Purpose and Scope of Evaluation

Appraisal systems are implemented for various reasons. The general purpose is to measure to obtain information about various alternatives and to use such information in reaching a judgment.¹⁶ This is the general thrust of evaluation and allows for endless variety.

There are many reasons for evaluating individual performance; one of the more compelling reasons is to improve the effectiveness of each staff member so that he contributes maximally to the attainment of purpose.¹⁷

The American Association of School Administrators views performance appraisal in a similar manner. They believe that emphasis should be placed on evaluation intended to result in growth and improvement in contrast to rating which may focus upon fastening a label or "getting the goods" on the person evaluated.¹⁸

Performance appraisal data may be used for many purposes within an organization. While serving the

¹⁵Ibid.

¹⁶Castetter, p. 232.

¹⁷Ibid.

¹⁸Ibid.

personnel process, it can also be useful in the staffing process, the reward process, and the justice process.

While appraisals are often made for one particular purpose, typically the information developed in one appraisal will be used for additional purposes.¹⁹

Wendell French comments on the use of appraisal data by saying:

Evaluation of employee performance or potential occurs for a number of reasons, including the development of data for managerial decision-making with respect to selection, correction, training, pay increases, promotions, transfers, discipline, etc. The purpose of appraisal, then, is to provide data about past, present, and expected performance so that decisions can be made for appropriate managerial action.²⁰

The use of appraisal data in each of these areas varies with regard to frequency depending on what level or position classification is involved. The study made by Spriegel and Mumma of merit rating for executives and supervisors found the most frequent uses to be in the following order: counseling about performance, evaluation for promotion, planning of training programs, evaluation for retention or discharge, and salary administration or merit increases.²¹

¹⁹Ibid., p. 184.

²⁰Ibid., p. 173.

²¹W. R. Spriegel and Edwin W. Mumma, Merit Rating of Supervisors and Executives (Austin: Bureau of Business Research, the University of Texas, 1961), Personnel Study No. 14, p. 26.

Thus, in the case of rank-and-file production and clerical workers and in the case of scientists, merit rating tends to be used with the most frequency for appraising employees relative to pay increases, while in the case of supervisors and executives the most frequent use is in counseling. The second most frequent use for all groups tends to be evaluation of employees for possible promotion.

The most common interval between formal ratings in the case of hourly-paid and non-exempt salaried employees is six months. In the case of executives and supervisors, however, the most common interval is one year.²²

Appraisals may be performed for a number of reasons and for a diverse number of uses. However, no matter what purpose is identified in its justification, appraisal should permeate every phase of an organization and include all personnel.²³

Traditional Approaches to Performance Appraisal

As was previously stated, the question of evaluation is not a choice; rather it is one of selecting a strategy to fulfill the responsibility. According to Edwin Flippo, the choice of method lies among three possible approaches:

1. A casual, unsystematic, and often haphazard appraisal.
2. The traditional and highly systematic measurement of: a) employee characteristics; b) employee contributions; or c) both.
3. The behavioral approach emphasizing mutual goal setting.²⁴

²²Ibid., pp. 28-29.

²³Arthur B. Moehlman, School Administration, 2nd ed. (New York: Houghton Mifflin, 1951), p. 256.

²⁴Edwin B. Flippo, Principles of Personnel Management, 2nd ed. (New York: McGraw-Hill Book Co., 1966), p. 250.

During the first half of the twentieth century appraisal systems were based on personnel behavior, personality, or other concomitants believed to be related to performance effectiveness. Wendell French identifies several examples of traditional methods of performance appraisal. They are:

Traditional Merit-Rating Devices. There are numerous devices used in traditional merit rating. The graphic rating-scale method (also called the "chart" method) is the most frequently used. With this method the person doing the rating makes a check mark on a form next to a word or phrase describing degree of merit for each of several traits, such as "quality of work," "quantity of work," "cooperation," etc. Degrees of merit might run from "inadequate" to "superior," "below average" to "above average," etc.

A major problem with graphic rating scales is that words like "superior," "average," etc., mean different things to different people. The traits themselves, e.g., "loyalty," "production," "cooperation," etc., also are subject to different interpretations. These problems can be minimized by training raters or by using descriptive statements to explain the various degrees on each trait scale.

Another device in traditional merit rating is the rank-order method, in which all the employees to be rated by a supervisor are ranked from best to poorest in one or more traits. If groups differ in size, statistical corrections need to be made to compare the relative standing of individuals in one group with that of those in another.

Another rating technique is the forced distribution method, in which the individuals rated are distributed along one or more scales and a fixed percentage of employees are assigned to the best and worst ends of the scale and to the middle bracket. This method is similar to the teaching technique of "grading on the curve."

Another device is the paired comparison method, in which, for each trait to be considered, every subordinate is compared with every other subordinate. When the number of favorable choices is tallied for each individual, the method then reveals itself to be

a detailed ranking method. The only difference between this method and straight ranking is that in the paired comparison method only two individuals are considered at one time, which presumably makes choice easier and more accurate. One difficulty, however, is that the number of comparisons increases geometrically as the size of the group to be rated increases. The number of comparisons will be $N \frac{(N - 1)}{2}$, where N is the number of people to be rated.

An additional method which can be used in conjunction with those above is the critical incident technique. This technique involves keeping a record of unusually good or undesirable incidents occurring in an employee's work and provides a factual record for subsequent discussions and decision-making. A danger in this method, of course, is the possibility that the supervisor may accumulate a number of "bad" incidents and unload them on subordinates at six-month or one-year intervals and may neglect to discuss them at the time of occurrence, when discussion would be the most meaningful.

A forced-choice rating method has also come into some use; it features a series of descriptive statements in sets of four, with the rater choosing the most descriptive and least descriptive statement from each set. This method appears to minimize the "halo effect" problem and the problem of different interpretation of the meaning of points on trait scales. (The "halo effect"...is the tendency for the rater to rate a person high on every trait if the person is outstanding in one particularly desirable characteristic, and to rate low on all traits if there is some particularly conspicuous undesirable characteristic.)²⁵

Several of these methods have been adopted in various forms in evaluating educational personnel. Some of the more widely used variations are:

²⁵French, pp. 177-80.

APPROACHES	INSTRUMENTS & TECHNIQUES
1. Intellectual-attributes approach	1. College transcripts 2. Intelligence tests 3. Achievement tests 4. Personality tests
2. Teacher-quality approach	1. Checklists 2. Rating scales 3. Questionnaires 4. Observation
3. Teacher-performance approach	1. Observation guide sheets 2. Pupil participation charts 3. Checklists 4. Rating scales
4. Pupil-change approach	1. Achievement batteries 2. Follow-up studies 3. Pupil-parent questionnaires
5. Social climate	1. Classroom observation 2. Sociometry
6. Physical environment	1. Classroom observation 2. Evaluative Criteria
7. Instructional media and methods	1. Classroom observation ²⁶

All of these methods are based on techniques ranging through observations, checklists, rating scales, test results, interviews, records and reports, each with its alleged advantages and disadvantages.²⁷

As a result of the types of methodologies and approaches employed by the traditional appraisal system in fulfilling the evaluative needs, several legitimate objections have been raised. Castetter identifies them as:

²⁶Castetter, p. 234.

²⁷Ibid.

Appraisals are focused upon personality of an individual rather than upon what he is expected to do, or upon results achieved. Moreover, most administrators are not qualified to assess the personality of an individual.

Appraisal tools lack validity.

Raters display biases.

Ratings and raters are subject to organizational influence.

The appraisal system does not apply to all personnel.

Results of appraisal are not utilized to assist individual development.

Appraisees are fragmented into personality parts, which, when added together, do not reflect the whole person.

Appraisal devices do not provide administrators with effective counseling tools.

Most plans do not establish organizational expectations for individuals occupying specific positions.

Appraisals are arbitrary or just when used for discipline, salary increases, promotion, or dismissal.

Personnel do not understand criteria against which their performance is appraised.

Performance is not evaluated in terms of its contribution to enterprise goals.

Traditional appraisal procedures hamper effective communication between appraiser and appraisee. Use of feelings instead of facts by appraiser generates defensive behavior on part of appraisee.

Appraisal methodology does not provide an environment conducive to change of individual behavior.

Appraisal methodology does not encourage satisfaction of higher-level needs of individuals, such as self-expression, creativity, and individualism.²⁸

²⁸Ibid., p. 235.

Modern Approach to Performance Appraisal

In the last half of the twentieth century a new interest in performance appraisal has developed. Specifically, it is concerned with developing a comprehensive appraisal system inclusive of all personnel in an enterprise and with developing and extending a technique that accurately reveals individual performance. Social change has played a major role in emphasizing the need for realization of these goals. As an example, merit compensations can no longer determine the bulk of an employee's salary due to minimum salary laws, tenure, and contracts, all of which are designed to guarantee salaries and position security of school personnel.

In reacting to these social changes, the appraisal process has shifted from using personal characteristics as a judgment criterium to a system based on performance.²⁹ The basis for this proposition being it is easier to look objectively at performance than at our person's.³⁰ By using this approach, major emphasis can be objectively focused upon improving performance.

However, unless employees understand the criteria against which their performance is appraised, their needs

²⁹ Ronald F. Campbell; John E. Corbally and John A. Ramseyer, Introduction to Educational Administration, 2nd ed. (Boston: Allyn and Bacon Inc., 1962), p. 111.

³⁰ Ibid.

for knowledge, understanding, and fair treatment will not be met.

It is essential, then, that the bases for rewards and punishment be clearly understood by everyone and that each employee understands the performance standards of his job.³¹

Thus, clear policy statements are needed and should be developed jointly by the superior and subordinate.³²

There are some authors who feel that the use of performance standards as an evaluation base is inadequate. Wendell French aligns himself with this attitude by writing:

The use of performance standards does not eliminate the need for the more traditional kind of rating, however. Some traditional form of merit rating must still be used to make comparisons between employees for purposes of merit increases or promotions. Or, to say it in another way, conclusions still must be drawn about the implications of the discrepancies or congruencies between standards and achievement. Answers must be obtained to questions such as the following: Is employee A doing better than employee B? Should employee A be promoted rather than employee B? Should employee A receive a bigger pay increase than employee B? Comparing performance standards against actual performance may increase objectivity in arriving at these decisions, but the decisions as to relative ranking still remain to be made.³³

The general consensus of the modern approach to performance appraisal is summarized by Castetter in the following concepts:

³¹French, p. 186.

³²Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Administration (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959), p. 355.

³³French, pp. 180-81.

The primary purpose of performance appraisal is to facilitate change in individual behavior in order to achieve personal and organizational goals.

The foundation of performance appraisal is the standards or goals established for various positions in the school system. Superior and subordinate both participate in determining performance expectations.

Emphasis in appraisal methodology is on getting factual information about specific achievements as they relate to established goals.

The appraisal system should be formalized, especially in supporting decision on salary and wage increases, transfers, promotions, and dismissals and in communicating information to appraisees through a review of their progress.

Results of performance appraisal are used to discuss performance and progress of personnel in relation to goals. Perform-strengths are recognized and weaknesses identified so that individual action plans can be developed to make the necessary corrections.

Appraisers are thoroughly trained in purposes and utilization of the performance appraisal system.³⁴

Castetter endorses the modern approach to evaluation but warns against over-dependence upon it by saying:

The modern trend in performance appraisal described does not prescribe a formula for developing and implementing a systematic approach to appraisal problems in any given institution. Much of the literature on performance appraisal is theoretical. Practical application of theory has not yet reached the point where there is agreement on methodology. Today's school administrators need to give original thought to how the appraisal system should be designed.³⁵

³⁴Castetter, p. 36.

³⁵Ibid.

The Appraisal System

Planning

There is little question of the need for evaluating individual performance. The real problem is concerned with developing an appraisal system that will accurately reflect the behavior of specific individuals and groups. In planning a strategy to meet these requirements, one central element appears of major concern, that of involving the appraisee. Thus, the planning of any appraisal system should be based upon the cooperative efforts of all personnel affected by it. In doing this, confidence in the system as well as in the results attained through the system can be realized.

Unless the persons affected by performance appraisal decisions have confidence that these judgments are fair and objective, there is little chance that they will be motivated to alter their behavior in the direction desired by the school system.³⁶

Castetter identifies several aspects to be considered in planning an appraisal system which will aid in involving the total personnel population. It should include plans to:

Enable every individual employed by the school system to know what he is expected to do and to understand the results he is expected to achieve in performing the work related to his position.

Communicate to every staff member the level at which he is expected to perform his work.

Inform each staff member as to how well he is actually performing the work to which he is assigned.

³⁶Castetter, p. 239.

Enable personnel to understand what is expected of them.

Train appraisers to understand the appraisal system and to utilize it effectively in making judgments relative to individual performance and planning for self-development.

Develop appraisal methodology designed to determine how well individuals are achieving position goals.

Provide personnel with opportunities to grow in the direction that will satisfy individual and school system needs.³⁷

Thus, to obtain the trust and confidence of individuals affected by the appraisal process, personnel must be included in the development and adoption of tools and methodologies to be used in obtaining evaluative data.

The American Association of School Administrators agrees with Castetter by writing:

It (adequate appraisal) requires the cooperation of responsible professional persons and laymen. Those whose work it is to be evaluated must be represented properly in the planning.³⁸

In initiating the planning phase care should be taken to allow adequate time for comprehensive planning. The development of any adequate plan of evaluation cannot be accomplished overnight; it is a long-range job.³⁹

The initial stages of the planning process should be concerned primarily with the goals and philosophy of the

³⁷ Ibid., p. 237.

³⁸ American Association of School Administrators.

³⁹ Ibid., p. 71.

school system. In some instances, this will require overhauling and in some even the development of goals and a philosophy. In any event, one should usually try to gear evaluation to goals and philosophy of the system.⁴⁰

Arthur B. Moehlman identifies three principals as essential elements of the planning base of appraisal systems. They are:

1. Personnel should be judged openly,
2. They should be permitted to participate in rating before final decisions are made.
3. Ratings should be used to promote growth as well as to eliminate incompetents.⁴¹

In the course of planning the appraisal system, many major issues will arise. Castetter cites several of them by presenting the following questions:

For what purposes will the appraisal system be designed?

If the performance of every individual in the school system is to be appraised, how can the appraisal system be adapted to varying types of people, positions, and purposes?

What methodology will be used to appraise personnel?

Who will do the appraising?

How frequently will appraisal be made?

Who will train the appraisers?

What will be done to ensure the validity of the appraisal process?

⁴⁰ Ibid., p. 72.

⁴¹ Moehlman, p. 216.

How will the results of appraisal be used?

What type of record system is needed to document information relating to individual performance appraisal?

How will the appraisal process be linked to other personnel processes?⁴²

Additional questions of a similar nature to the foregoing have been developed by Morphet, Johns, and Reller. They are:

1. Does the local school system have the competencies within it to carry through the essential appraisals?
2. Should appraisal be carried on by an agency which is semiautonomous?
3. What should be the role of consultants in the appraisal process?
4. Are adequate aids available or must each system develop his own?
5. Are accreditation studies a desirable type of appraisal?⁴³

Rensis Likert views the appraisal system as a necessary element in building a highly effective interaction-influence system because it provides guiding information about the casual and intervening variables influencing personnel behavior.⁴⁴ The question of whether or not it is

⁴²Castetter, pp. 237-38.

⁴³Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Organization and Administration, 2nd ed. (Englewood-Cliffs, New Jersey: Prentice-Hall Inc., 1967), pp. 545-53.

⁴⁴Rensis Likert, New Patterns of Management (New York: McGraw Hill Book Co., Inc., 1961), p. 192.

possible to accurately measure these variables has been answered. Likert writes:

Progress in the social sciences in recent years makes it possible to obtain measurements of the intervening variables dealing with the quality and performance capacity of a human organization. Instruments to measure these variables either are available or can be developed by existing methodology.⁴⁵

Thus, in planning an appraisal system consideration should be given to the measurement of these variables. Some of them are:

The extent of member loyalty to an organization and identification with it and its objectives.

The extent to which members of the organization at all hierarchical levels feel that the organization's objectives are consistent with their own needs and goals and that the achievement of the . . . system's objectives will help them achieve their own.

The extent to which the goals of units and of individuals are of a character to facilitate the organization's achievement of its objectives.

The level of motivation among members of the organization with regard to such activities as:

Performance, including both quality and quantity of work done.

Elimination of waste. .

Improving the products (students)

Improving the organization and its procedures.

The extent to which members of the organization feel that the atmosphere of the organization is supportive and helps maintain each individual's sense of personal worth.

The degree of confidence and trust among peers, between the different hierarchical levels, and between the different organizational units. The confidence and trust which the line has in the staff and the staff in the line.

⁴⁵Ibid.

The amount and quality of cooperation within each unit of the organization, between units, and between line and staff.

The amount of stress and anxiety felt by members of the organization and the sources of stress. The effect of this anxiety upon their health and well-being as revealed by higher rates of absence, accidents, and similar symptoms.

The character of the organizational structure: what it is supposed to be and what it is in actual fact, e.g., who reports to whom about what, the number of superiors and subordinates each person has, the extent to which the structure consists of overlapping groups, the amount of multiple overlapping, etc.

The character of the decision-making process:

Which individuals and which groups make what decisions?

What facts are used in making these decisions, and how accurate and adequate are these facts?

During the decision-making process and after the decision is made, what motivational forces are created in persons to carry out the decision or to block its execution?

How do members of the organization feel about the decision-making process?

Do they feel that decisions are made at the right level, and by the right people? Is participation adequately used?

Do members feel that their ideas, information, knowledge of processes, and experience are being used?

Do members feel that important problems are recognized and dealt with promptly and well?

Do they feel that the decision-making processes make full use of all the available information relevant to the decision?

The level of competence and skill of the different groups in the organization to interact effectively in solving problems and doing other tasks.

The extent to which each work group is functioning as a highly effective group.

The efficiency and adequacy of the communication process upward, downward, sideward:

The extent to which each subordinate and his superior have the same understanding as to responsibilities, authority, goals, and deadlines.

The extent to which each superior is correctly informed as to the expectations, reactions, and perceptions of each of his subordinates, and conversely.

The extent to which each superior is correctly informed of the obstacles, problems, and failures his subordinates are encountering in their work; the assistance his subordinates find helpful or of little value and the assistance they wish they could get.

The efficiency of the influence process in each unit and throughout the organization:

The amount of influence that different members of the organization and the different hierarchical levels feel they exercise and the amount of influence others see them actually exercising.

The kinds of influence processes used, with what skill and with what effectiveness, by whom, and with what results.

The extent to which the roles of each of the different members of the organization are clear, unambiguous, and functionally appropriate:

The degree to which each member of the organization has a clear understanding of his own job and role in the organization.

The extent to which those persons in the organization who must relate to one another have a correct understanding not only of their own role but the roles of those to whom they relate and with whom they interact.

The level of leadership skills and abilities of supervisors and managers, including their basic philosophy

of management and orientation toward the processes of leadership, and their sensitivities and skills in using group methods of supervision.

The actual behavior of managers and subordinates as revealed through focused observations of them at work during samples of time.

Their allocation of time among the different functions which they perform.

The native ability and the personality traits of the members of the organization. If aptitude scores are obtained as people join the organization, then trends in these scores will show whether the current management is improving the basic quality of the personnel through its hiring practices or is letting the quality deteriorate through unfavorable turnover.

On many of the above variables, it will be important to measure not only how each person sees and feels about the present situation, but what he expects or wishes it to be.⁴⁶

In planning specifically for the evaluation and administrative personnel, some criteria must be developed and/or adopted that explains both desirable and undesirable administrative behavior. This in itself presents a problem of great magnitude for there is little agreement as to what constitutes a good administrator. Arthur Coladarci says that the definition of administrative success criterion has yet to be adequately defined.⁴⁷

Where the nature of this criterion is not ignored completely, it is too often ambiguous, professionally irrelevant and even spurious.⁴⁸

⁴⁶Ibid., pp. 192-194.

⁴⁷Arthur P. Coladarci, "Administrative-Success Criteria," in An Introduction to School Administration, ed. by M. Chester Nolte (New York: The Macmillan Co., 1966), p. 382.

⁴⁸Ibid.

Joseph Luft indicates problems in evaluating administrators that can confuse even the clearest criteria. He states that it is sometimes impossible for others to measure the administrator at all, for as he indicates in his summarization of leadership, ". . . the leader's role may even include serving as the scapegoat of the group."⁴⁹ However, the need for administrative performance criteria remains and it is therefore necessary to agree upon a criterion for planning purposes. One attempt that has met with moderate satisfaction is to define success from a particular group's point of reference, that is, administrative success criteria as perceived by teachers, elementary principals, secondary principals, supervisors, and superintendents.⁵⁰

Nevertheless, comprehensive planning is essential if an appraisal system is to be sensitive to and responsible to the diversified evaluative needs of organizational personnel regardless of the magnitude and complexity the task presents.

Methodology

Many appraisal tools are available for examining the performance of individuals, each with its characteristic

⁴⁹Joseph Luft, Group Processes (Palo Alto, Calif.: The National Press, 1963), p. 29.

⁵⁰Coladarci, p. 382.

pros and cons. The adoption of any one in whole or part should come only after a comprehensive study of the particular appraisal needs has been accomplished. None of the systems presented is a panacea of evaluative needs in themselves. All have their strong and weak points and should be considered for use with this in mind.

In dealing with situations where it is feasible to identify specific objectives and/or goals to be met, the management by objectives approach may be appropriate. This strategy utilizes a comparison of performance measures against written standards or objectives. In this technique the supervisor compares actual performance with specific goals that have been previously established. The major problem involved in the use of this method is the difficulty encountered in attempting to quantify the quality of performance rendered.

Another method employs the checklist approach whereby a list of statements are used as a measuring tool to judge the performance of a particular individual. As each statement is read the reviewer reacts by placing a score by that particular statement indicating the subject's degree of compliance or quality of behavior as compared to the particular statement. James Taylor presents a general form of this method which warrants inspection. It is as follows:

Present Job Performance

Has he met the objectives you and he have agreed upon?

Does he distinguish between the important and the less important (does he spend his time and energy in the real pay-off areas)?

Is he thorough (does he tie up his package or does he leave loose ends)?

Is he accurate (in using figures, in reporting situations)?

Does he handle several diverse problems during the course of a day (that is, does he keep several balls in the air at the same time)?

Does he handle a large volume of work satisfactorily?

Does he have good foresight (does he figure the probabilities as accurately as possible before the event)?

Does he perform consistently (is he reliable)?

Does he keep his head when the going is rough?

Management Succession

Does he insist on using policy as a base for his decision? (and does he use good judgment in deviating from this policy?)

Does he take calculated risks (does he take action before all the facts are in where success can be very meaningful to the system)?

Working with People

Has he trained or is he in the process of training a satisfactory successor?

Does his group operate as a team (or is it a one-man show?)

Has he given his group the tools they need to carry out their assignments, such as:

Definite plans, programs, goals

Written policies

Defined responsibility and authority

Measurements and controls to appraise their work

Is he intelligently adaptable (has he a record of having worked with bosses of varying temperaments)?

Does he effectively (orally and/or in writing) get over his ideas, accomplishments, and wishes to others (both up and down the organizational ladder)?

Does he work effectively with different personality types?

Is he enthusiastic about his work, and does he transmit his enthusiasm to his people?

Do younger men grow and develop well under him?

Personal Behavior and Goals

Is he devoted to his job (is he willing to sacrifice personal time to get his job done)?

Does he keep his sights high enough (is he able to visualize the full possibilities of any plans or ideas he develops or is presented with)?

Is he self-reliant (does he require clearance and confirmation for actions he already has responsibility and authority to handle for himself)?

Is he aggressive (is he a self-starter, and does he move ahead on a course of action he has decided on or been advised to follow)?

Is he able to adjust his strong opinions to those of his superiors (does he know when he has argued enough, and when the time has arrived for him to go along)?⁵¹

After the observations of strengths and weaknesses have been accumulated Taylor suggests a reconciliation of outstanding differences and a summarization of results.⁵² The method of summarization Taylor outlines is as follows:

⁵¹James H. Taylor, Personnel Administration, (New York: McGraw-Hill Book Co., Inc., 1959), p. 87-88.

⁵²Ibid.

Present Performance

- _____ = excellent (many real strengths, no significant weaknesses; or strengths completely override weaknesses)
- _____ = above average (many real strengths, some significant weaknesses; or strengths do not entirely override weaknesses)
- _____ = satisfactory (some real strengths and weaknesses present; weaknesses should respond to training; needs normal development of strengths)
- _____ = unsatisfactory (few or no real strengths; several real weaknesses; or no outstanding strengths or weaknesses)
- _____ = undetermined (insufficient evidence to make definite rating)

Customarily, and for convenience only, a number is assigned to the summarization statement, so that

- 1 = excellent
- 2 = above average
- 3 = satisfactory
- 4 = unsatisfactory
- ? = undetermined

Note well these are not value numbers, but designation numbers to save space on the replacement chart.⁵³

A second variation of the checklist approach is exemplified by the Tennessee Rating Guide. This approach utilizes a paired list of administrative behavior traits, one desirable the other undesirable. In using the Guide a decision is made as to which statement of each pair the subject is most like.

The Tennessee Rating guide was developed at the University of Tennessee in conjunction with the Kellogg

⁵³Ibid.

Foundation. The Guide uses as a bases the concept that in order to conceptualize the effective administrator the characteristics of the ineffective school administrator must also be dealt with.⁵⁴

The Tennessee Rating Guide is as follows:

CHARACTERISTICS OF MOST
EFFECTIVE SCHOOL
ADMINISTRATORS

1. Steadily warm and appealing in relationship with others.
2. Consistently seeks and considers the opinions of others.
3. Moves surely and judiciously in effecting policies.
4. Urges the use of processes consistent with best democratic practices.
5. Recognizes and analyzes problems.
6. Is dependable and predictable in word and action.
7. Tends to try out new ideas after careful study and follows through on basis of experimental evidence.
8. Recognizes his mistakes and seeks to avoid repeating them.
9. Appears to meet crises with a contagious calmness; other feel at ease in his presence.

CHARACTERISTICS OF LEAST
EFFECTIVE SCHOOL
ADMINISTRATORS

1. Tends to be a lone wolf.
2. Generally ignores the viewpoints of others.
3. Tends to ignore or defer action on policies.
4. Uses any expedient method available to attain a predetermined end.
5. Tends not to recognize the existence of problems.
6. Supports conflicting ideas; action characterized by inconsistency.
7. Tends to operate within traditional practices or on basis of hunches.
8. Frequently makes the same mistake but seldom admits it.
9. Tends to be upset by everyday occurrences and keeps staff in continuous uproar.

⁵⁴ Ralph B. Kimbrough, "The Behavioral Characteristics of Effective Educational Administrators" in An Introduction to School Administration, ed. by M. Chester Nolte (New York: The Macmillan Co., 1966) p. 387.

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|--|---|
| 10. Places principle above his own personal advantages. | 10. Tends to weasel out of situations. |
| 11. Chooses words which clearly convey thoughts; is able to express abstract ideas. | 11. Expresses himself in a fuzzy, incomprehensible manner and tends to puzzle listeners concerning what he means. |
| 12. Is attentive in trying to grasp ideas expressed by others. | 12. Tends to listen only to himself. |
| 13. Facilitates a stimulating and well-ordered climate conducive to reaching group decisions. | 13. Is either at a loss or monopolizes discussion when appointed official leader of a group. |
| 14. Involves general public, staff members in major policy formulation. | 14. Formulates policies himself; rarely discusses them with others. |
| 15. Continually strives for careful group problem analysis; helps group recognize points of agreement | 15. Contributes little to help group arrive at a working consensus. |
| 16. Consistently seeks and employs new data. | 16. Disregards new data that challenge the status quo. |
| 17. Discusses intelligently major social, political and economic issues. | 17. Does not seem to be informed about or interested in contemporary events. |
| 18. Is aware of and actively concerned with the desires and interests of community groups, agencies and organizations. | 18. Considers the school an island that is competitive with non-educational groups. ³⁵ |

Self-appraisal is an approach to evaluation that can yield valuable as well as valid information. Benjamin Sachs

⁵⁵Kimbrough, pp. 388-89.

says that it is not enough that others measure the administrators; far more important is his growing ability to measure himself.⁵⁶ Sachs continues by answering the question what must the administrator measure in himself?

The yardstick he uses is the growth of the people he serves and not what happens to him.⁵⁷

In applying this yardstick several aspects should be examined. Sachs identifies them as:

1. The amount of democracy present in the administrator's operation.
2. The administrator's ability to understand and accept the self-worth of others.
3. How well the administrator uses and integrates certified and non-certified personnel to achieve the goals of the system.
4. How successful the administrator has been in guiding each student toward greater self-worth, respect for people, development of a social conscience, and a love of learning.⁵⁸

Corbally, Jensen and Staub also believe that administrative self-appraisal is a worthy endeavor. They view it as a necessary part of the professional development of school administrators.⁵⁹ A list of questions are presented to help the principal and superintendent accomplish self-appraisal. They are as follows:

⁵⁶ Benjamin M. Sachs, Educational Administration, A Behavioral Approach, (Boston: Houghton Mifflin Co., 1966) p. 382.

⁵⁷ Ibid.

⁵⁸ Ibid.

⁵⁹ John E. Corbally, T. J. Jensen, and T. Fredrick Staub, Educational Administration: The Secondary School, (Boston: Allyn and Bacon, Inc., 1961), p. 339.

1. Do I seem to appear too busy and thus "scare off" your wish to discuss a matter with me?
2. Are activities planned sufficiently well in advance to permit the scheduling of your own affairs?
3. Are communications from my office clear?
4. Am I sufficiently alert to those things that will facilitate your teaching?⁶⁰

In the case of the principal such questions as these should be periodically asked of his teachers and staff.⁶¹ Superintendents could also gain beneficial insight by asking these same questions of their staff.⁶²

Summary

Few people question the need for appraising individual performances. The real problem is to develop and improve valid appraisal procedures and to create greater understanding of the purposes and limitations of performance appraisal so that results derived from its application will not be misused.⁶³

The measurement of human behavior is most difficult, and in many cases is clouded by a failure to clearly identify what is being measured. This is never more profoundly obvious than when we try to measure and grade the performance of individuals engaged in the duties and activities that comprise an administrative position.

⁶⁰ Ibid.

⁶¹ Ibid.

⁶² Ibid.

⁶³ Castetter, p. 233.

CHAPTER III

RESEARCH AND DEVELOPMENT PROCEDURES

Introduction

The purpose of this chapter is to identify the procedures followed in determining and producing the types of instruments required for extracting the data needed to complete this study. Attention will also be devoted to the identification and analysis of the sample pool used as a data source. In the development of the study, significant attention was given to a review of the literature. By doing this an accurate examination of appraisal methodologies was made possible for the purpose of developing an instrument that would precisely reflect the designated data requirements. In addition, the selection of an appropriate sample population was enhanced through the review of the literature. Moreover, the literature provided a criterion for data analysis that promoted the elimination of erroneous conclusions due to instrument and analysis error. Thus, the syncretism of the appraisal tool and the sample population was immeasurably enhanced through the review of the literature chapter.

Determination of Data Needs

In order to analyze the administrative training program, information would be needed to form a data base. Since it would be possible to gather information continuously, limits were also necessary to determine a data boundary. This was done by identifying the types, sources and amounts of data needed. These sources should provide information about the performance of graduates of the administrative training program and information about the training program itself. As a result of this process, it was determined that two sources of data would meet the requirements of this study.

Since the administrative curriculum has as its purpose the development of effective school administrators, it seemed natural that a portion of the data should be drawn from an analysis of administrative on-the-job behavior. This was done by requesting the immediate supervisor of the subject under consideration to evaluate the subjects administrative behavior in terms of a predetermined criteria.

The perceptions of administrative graduates about their program were also considered to be a vital source of information. It was felt that a great deal of program insight could be gained from the data derived from this source. The subjects qualifying for selection would be allowed to express their thoughts as to the worth and value of courses and experiences encountered during their program.

This data source also consisted of a subdivision in which subjects were considered due to the degree and position they held. The reason for subdividing the second group was to overcome sample and methodology errors which will be treated at length in the following sections of this chapter.

Thus, the two data sources adopted would yield analyses from two distinctly different perspectives. The data about graduates derived through supervisory appraisals would allow conclusions to be drawn as to the effectiveness of the program from a behavioral point of view. The information derived from the graduates' appraisal of the program would provide clues as to what phases and/or areas of the training experience are or are not relevant, viable, and/or applicable to the needs of practicing educational administrators. Through the employment of both sources, an accurate picture of the total administrative training program should be possible.

Characteristics of Sample Population

The data needs of this study were such that two general populations could satisfy the requirements. The first source consists of a population of graduates who have been awarded a masters degree or above in educational administration within the past five years. A sample population of this magnitude dictated the need for employing

the survey approach. The limits imposed through the use of this source and methodology were significant factors in determining the reliability of the results.

The second source consists of a sample pool derived through rigid selection criteria. Basis for selection was that individuals must hold the doctorate degree, either a Ph.D. or an Ed.D. Further, they must be currently occupying an educational administrative position within the state of Alabama to be eligible for selection. This sample population lends itself to the interview technique for data extraction due to its small number of participants. As with the aforementioned sample pool, reliability problems also exist in this sample format.

In attempting to make a choice between the two sources, the advantages and disadvantages of each were carefully scrutinized. However, since the selection of either would result at best in a compromise, it was decided to use both sources. In making this decision the weaknesses of one source were complimented by the strengths of the other. Thus, the forced-choice questionnaire was strengthened by the interview method. This allowed for program weaknesses not covered by the questionnaire to be revealed through the open-ended questions used in the interview. On the other hand, the small sample size used with the interview method was offset by the large sample population drawn upon by the questionnaire. This gives latitude through one source and

depth through the other. The sample population designated for use with the interview and graduate appraisal techniques were further limited by only considering administrators currently practicing within the state of Alabama.

Development of the Instrument

The development of the instrument used in this study was done under the broader program of the accreditation procedures followed in meeting the National Council for the Accreditation of Teacher Education requirements. First it was ascertained that an evaluation of the College of Education at the University of Alabama had never been carried out. It follows that an evaluation of the administrative training program also had not been done. Thus, there was no instrument readily available that would provide the information needed. This meant that it would be necessary to develop a data extraction tool that would satisfy the requirements of this study.

In beginning the developmental procedures, several instruments of different content and composition were reviewed. Each one being examined in terms of relevance and adaptability to the designated data needs of the study. An instrument which was developed through research conducted by a group of graduate students served as a beginning point. This device, with numerous additions and revisions, ultimately became the instrument adopted. Several other questionnaires were used to arrive at rating scales, wording

for directions, coverage of skill areas, format, and adaptation for computer use. From this instrument prototype two questionnaires were generated to meet the data gathering needs.

The first instrument was designed to reflect the perceptions of graduates of the administrative training program in terms of how relevant and/or beneficial curricular experiences encountered were, particularly in meeting their job requirements. A comment response form was included that allowed the participants to express their feelings with regard to the worth of the program in whole or part. This allowed input to be made that participants felt was central to the extent of the questionnaire but not clearly revealed through the questions on the form. The questionnaire is based on the combined techniques of the self-appraisal and forced choice evaluative methods.

It was previously mentioned that the questionnaire served two studies, this one and the NCATE study. However, this study did not entail using all responding questionnaires concerned with program or curricular evaluation. Only those questionnaires having item number ten marked with response "D" and item number fifteen marked with response "C" were selected for use in this study. These items indicate that the responder participated in the administration, supervision, curriculum development program and that he or she also holds a supervisory or administrative position. It will also be noted that some items

do not pertain to the intent of this study. This situation was given consideration during the planning of the questionnaire and as is indicated in the directions for completion of the form those items not applying to the responder may be omitted. This questionnaire appears as Appendix A.

The second questionnaire adopted will be executed by the immediate supervisors of graduates of the administrative training program. The purpose of this form is to gain insight into the on-the-job performance of the graduates through the use of the superior-subordinate performance appraisal process. A two-fold yield in data is made possible through the employment of this form. The supervisor is asked to compare University of Alabama graduates with graduates of other universities who have comparable training and experience. Thus, feedback is obtained in terms of how well University of Alabama graduates behave in administrative terms as well as giving an indication of how effectively the College of Education at the University of Alabama prepares school administrators. Both data bits enable conclusions to be drawn through a ranking process where by University of Alabama graduates are pitted against graduates of administrative training programs other than the one in the College of Education at the University of Alabama. This questionnaire appears as Appendix B.

Apart from the two instruments previously discussed was the development of a third data extraction tool. This

tool was designed to gather information from a highly select data source and consisted of four carefully constructed open-ended questions. The development of these questions was done through the joint efforts of the Dean of the College of Education, Dr. Paul G. Orr, and the writer. The questions are not intended to be considered separately as four independent interrogative statements. They were constructed for the purpose of giving direction and boundary to the interview without restricting the responses of the interviewee. In doing this it was believed that the interviewee would thereby produce a broader array of pertinent information unobtainable through conventional question and answer procedures. This questionnaire appears as Appendix C.

The development of the two formal questionnaires was done through the collaborative efforts of several faculty members of the College of Education. Dr. Paul G. Orr studied these instruments on two occasions and provided suggestions and advice relative to content and form. Dr. Harry R. Barker, Professor of Educational Psychology and Psychology, provided information about the research designs, sampling, and the suitability of data collection for computer use in data analysis. Dr. M. Ray Loree, Professor of Educational Psychology, provided help and insight in the writing of directions, items, and stems as well as giving general aid with content and format. Dr. Ernest J. Mickler,

Assistant to the Vice President for Institutional Services, Director of Testing, Associate Professor of Counseling and Guidance, gave suggestions for the answer sheets, directions, length of the forms, and other helpful information. These instruments were shown to, discussed with, and revised relative to content and format in accordance with suggestions and recommendations of the following other personnel in the College of Education:

Dr. Merlin G. Duncan, Professor of Administration, Supervision, and Curriculum Development.

Dr. Futrell L. Temple, Head and Professor, Department of Administration and Curriculum Development.

Dr. Leeman C. Joslin, Professor of Counseling and Guidance.

Dr. Beverly E. Holaday, Chairman and Professor, Department of Educational Psychology.

Dr. Gerald R. Firth, Chairman and Professor, Department of Secondary Education.

Dr. William F. Clipson, Chairman and Professor, Department of Health, Physical Education, and Recreation.

Dr. Edward H. Cleino, Chairman and Professor, Department of Fine Arts Education.

Dr. Carlton H. Bowyer, Chairman and Professor, Department of History Philosophy and Sociology of Education.

Dr. Yewell R. Thompson, Chairman and Professor, Department of Elementary Education.

Dr. Willis J. Baughman, Professor and Graduate
Coordinator of Health, Physical Education and Recreation.

(Titles and departments reflect those in effect during
the time the instruments were developed.)

The contributions made by these individuals toward
improving the instruments were invaluable. There is no
intention to imply, however, that anyone of the reviewers is
responsible in any way for weaknesses and inconsistencies
which may surface through use of the instruments.

CHAPTER IV

FINDINGS OF THE STUDY

Introduction

This chapter serves to present the data collected in completing this study. Two questionnaires and a personal interview were the methods used for gathering the data. Both questionnaires were designed to use a standardized IBM DS7813B answer sheet to facilitate computer assisted analysis. This analysis consisted of a frequency count being made by item for each response alternative available on the rating scale. The findings were also expressed in each case by the per cent of the total number responding.

Extensive use of tables in a variety of formats was adopted for presentation of the findings. By using this approach a considerable reduction in narrative could be realized, thus reducing the possibilities of bias in interpreting the data. Therefore, each set of data is presented more than once for the purpose of identifying the outstanding characteristics contained in each data group. The interpretation, however, is left to the reader.

Four sections have been used for presenting the data. Section I contains the data drawn through the evaluation of administrative training program graduates by their immediate supervisors. Section II contains data drawn from an evaluation of the administrative training program by individuals having complete it. Section III contains data drawn from the same source and by the same means as that in Section II. However, the participants contributing data in this section were further limited to those individuals not presently occupying positions as educational administrators. Section IV contains the data derived from the personal interviews conducted with practicing educational administrators. Each interviewee had been granted a doctorate, either an Ed.D. or a Ph.D., by the University of Alabama for having fulfilled the requirements of the administrative training program in the College of Education.

Section I

The data contained in this section represents the responses made by supervising educational administrators in evaluating their administrative subordinates. In each case the supervising administrators were evaluating only those administrative personnel who received their administrative training in the College of Education at the University of Alabama within the past five years.

The questionnaire used in gathering this data contains twenty-five questions. The first question is for identification of the number of people being appraised. This is accomplished by providing four alternatives for the evaluators to select from in indicating the size of the group they are evaluating. These alternatives are as follows:

- a. no one (if this is your answer, you have completed the form. Please mail back immediately)¹
- b. 1-2 persons
- c. 3-5 persons
- d. 6-8 persons
- e. 9 or more persons

By allowing evaluators to indicate the number of people in the group being evaluated, a variable is introduced that requires consideration. This variable is concerned with differences that exist between evaluators due to the size of the group they are evaluating. If the difference between the four groups of raters, as determined by the alternative selected, is significant, each rating group must be considered separately. However, if there is no significance of difference between the four rating groups, all responses to the questionnaire may be considered jointly.

A Cattell test for determining profile differences and similarities was used to analyze the four rating

¹This alternative is not included as the designator of a rating group due to the selection of it indicating that no rating will be made.

groups. The results indicated that there was no significant difference between groups. Therefore, all raters were determined to be similar enough that the data could be considered collectively as a single input.

The second question on the instrument ask for the length of time supervisors had been observing the group of individuals under examination. The time periods ranged from one half of a year to four years. Items three through twenty-five are statements relating to various behaviors affiliated with job execution. A rating scale ranging from 1 (much more competent) to 5 (much less competent) is provided for reacting to the statements. The appraisal process was structured on the basis of comparing College of Education graduates with graduates of other institutions who occupy similar positions and who have similar educational experience.

The data collected has been formated in four ways. The first presentation, Figure I, is done by reproducing each successive item on the questionnaire accompanied by the rating it received on the response scale. The results are tabulated on the basis of frequency and serve to identify the number of responses made on each rating scale alternative and what per cent of the total number responding this represents.

The second presentation, Appendix D, is a recapitulation of the data. This format identifies each item by

number only and allows the reader an opportunity for making multiple comparisons between items individually or in various combinations.

In the third presentation, Appendices E-K, the data is arranged into five groups by rating scale alternatives. Within each group, which is designated by a rating scale alternative, each item on the questionnaire is ranked based on frequency of selection from most to least frequent. The frequency count is also expressed as a per cent. Through this format the items occurring most frequently on each rating scale alternative can be identified and compared. Conversely, the items appearing least frequently on each alternative can also be identified and examined. This will enable the reader to generate a trend analysis to any desirable extent of complexity or comprehensiveness.

The fourth presentation, Tables 1 and 2, is a total of the number of expected and observed responses made on each rating scale alternative and what per cent this represents in each case. The total results are also plotted on a frequency distribution curve, Figure III. An illustration of the normal curve depicting the a priori frequency expectation of each rating alternative is also presented for comparative purposes. This appears as Figure II.

FIGURE I
PERSONNEL EVALUATION QUESTIONNAIRE AND RESPONSES

Your Non-Teaching Personnel Only

Principals, Vice-Principals, Supervisors,
Professional Staff, Etc.

Directions: Evaluate, as a group, the personnel on your staff as specified above who have graduated from the College of Education at The University of Alabama with a Master's or a higher degree in the last five years (1967-1971).

You may omit any item that does not apply to either your situation or the group you are evaluating. Read each question carefully and decide which one of the answers is best. Notice the letter of the alphabet to which your choice corresponds. Then on the answer sheet, make a heavy black mark through the letter for that item. In marking your answer always be sure that you are responding to the question on the answer sheet that is the same as the question number on the questionnaire. Erase completely any answer you wish to change, and be careful not to make stray marks of any kind on the answer sheet.

1. On the basis of the directions given above, I will evaluate:
 - a. No one (if this is your answer, you have completed the form. Please mail back immediately)

Response: Number 36
Per Cent 51

FIGURE I--Continued

b. 1-2 persons

Response: Number 17
Per Cent 24

c. 3-5 persons

Response: Number 12
Per Cent 17

d. 6-8 persons

Response: Number 3
Per Cent 4

e. 9 or more persons

Response: Number 2
Per Cent 3

2. Indicate the average number of years of observation for the group you are evaluating:

a. 1/2 year

Response: Number 4
Per Cent 6

b. 1 year

Response: Number 1
Per Cent 1

c. 2 years

Response: Number 14
Per Cent 20

d. 3 years

Response: Number 7
Per Cent 10

e. 4 years

Response: Number 8
Per Cent 11

Directions: For items 3 through 25 you are to rate the extent persons you are evaluating have demonstrated the

FIGURE I--Continued

ability in each item as compared with graduates from other institutions with comparable training and experience. Rate the group on each item using a 1 to 5 point scale.

3. Communicates effectively - oral and written

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	4	16	13	1	0
Per Cent of Responses:	6	23	19	1	0

4. Seeks to maintain a close working relationship with colleagues

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	7	13	14	0	0
Per Cent of Responses:	10	19	20	0	0

5. Knows and fulfills statutory, legal, and policy responsibilities

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	6	13	5	0	0
Per Cent of Responses:	9	19	21	0	0

6. Understands and utilizes modern long range planning techniques

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	4	18	11	1	0
Per Cent of Responses:	6	26	16	1	0

FIGURE I--Continued

7. Properly utilizes faculty and/or administrators in planning operations and decision making					
Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	6	16	10	2	0
Per Cent of Responses:	9	23	14	3	0
8. Effectively implements recommendations					
Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	7	12	14	1	0
Per Cent of Responses:	10	17	20	1	0
9. Keeps up with trends and research findings					
Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	4	18	11	1	0
Per Cent of Responses:	6	26	16	1	0
10. Provides atmosphere which encourages creativity					
Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	4	18	10	2	0
Per Cent of Responses:	6	26	14	3	0
11. Supports and assists continuous program evaluation					
Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	4	15	14	0	0
Per Cent of Responses:	6	21	20	0	0

FIGURE I--Continued

 12. Supports and develops programs for growth and development

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	8	13	11	2	0
Per Cent of Responses:	11	19	16	3	0

13. Utilizes and promotes use of modern technology

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	3	15	13	3	0
Per Cent of Responses:	4	21	19	4	0

14. Recognizes initiative, productivity, and creativity

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	5	11	17	1	0
Per Cent of Responses:	7	16	24	1	0

15. Accepts responsibility

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	9	12	13	0	0
Per Cent of Responses:	13	17	19	0	0

16. Delegates authority

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	5	8	19	2	0
Per Cent of Responses:	7	11	27	3	0

FIGURE I--Continued

17. Participates in professional growth activities					
Response					
Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	7	15	11	1	0
Per Cent of Responses:	10	21	16	1	0
18. Participates in professional activities, organizations, committees					
Response					
Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	4	21	8	1	0
Per Cent of Responses:	6	30	11	1	0
19. Demonstrates integrity					
Response					
Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	10	8	15	1	0
Per Cent of Responses:	14	11	21	1	0
20. Demonstrates effectiveness in decision making					
Response					
Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	7	12	14	1	0
Per Cent of Responses:	10	17	20	1	0
21. Demonstrates competence in area of specialization					
Response					
Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	4	18	11	1	0
Per Cent of Responses:	6	26	16	1	0

FIGURE I--Continued

22. Demonstrates ability to understand and relate positively to colleagues and students of other racial and cultural backgrounds

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	9	11	14	0	0
Per Cent of Responses:	12	16	20	0	0

23. Supports and maintains a high level of efficiency in record keeping

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	3	13	14	3	1
Per Cent of Responses:	4	19	20	4	1

24. Demonstrates unwillingness to sacrifice learning for impeccable orderliness

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	1	7	24	0	0
Per Cent of Responses:	1	10	34	0	0

25. Demonstrates open mindedness and flexibility

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	6	15	13	0	0
Per Cent of Responses:	9	21	19	0	0

General Summary

The data obtained from the questionnaire used to evaluate the graduates of the administrative training program indicate a positive attitude on the part of the supervisors of the graduates in reflecting the professional behavior of their administrative subordinates. Further, this positive attitude was found to be significantly high. This is evident upon examination of Tables 1 and 2.

Table 1,A indicates the expected or a priori distribution of the responses. This was determined by distributing the total expected responses over a normal frequency distribution. As is indicated in this Table, the greatest number of responses fall in the third rating scale alternative, the second greatest in rating scale alternatives two and four, and the fewest responses in the first and fifth rating scale alternative groups.

Table 2,B is a summary report of the total responses received in each rating scale alternative category. The results indicate that the number of responses made in rating scale categories one (much more competent) and two (more competent) were significantly higher than those expected in Table 1,A. The responses obtained in rating scale categories four (less competent) and five (much less competent) are significantly fewer in number than the expected frequencies indicated in Table 1,A. The responses

received in rating scale category three (equally competent) were approximately equal in number to the predetermined expected frequency.

Table 2 is presented in the form of frequency distribution curves in Figures II and III. Figure II is an illustration of the normal distribution frequency curve and serves to demonstrate the a priori results. Figure III is an illustration of the results obtained and appears as a negatively skewed frequency distribution curve. This curve indicates positive results significantly greater than those expected on the a priori distribution curve. The values used to determine the coordinate points in plotting these curves were obtained by dividing the number of responses each rating scale alternative obtained by twenty-three. This was done to indicate the number of people each group of response results represented. The divisor, twenty-three, represents the number of items on the instrument (items three through twenty-five) that were used as the rating portion of the questionnaire. Questions one and two are used for forming purposes and therefore are not considered in the tabulation of the results of the appraisal. The values obtained as a result of this treatment appear in Table 2.

TABLE 1

COMPOSITE OF THEORETICAL EXPECTED AND ACTUALLY OBSERVED
RESPONSES FOR EVALUATION OF GRADUATES QUESTIONNAIRE

Response Alternative	A. Theoretical Expected		B. Actually Observed	
	Number	Per Cent	Number	Per Cent
Much More Competent	54.5	7	127	16
More Competent	187.0	24	318	41
Equally Competent	296.0	38	309	40
Less Competent	187.0	24	24	2.9
Much Less Competent	54.5	7	1	0.1
Total	779.0	100	779	100.0

TABLE 2

COMPOSITE OF THEORETICAL AND ACTUALLY OBSERVED RESPONSES
FOR EVALUATION OF GRADUATES QUESTIONNAIRE TREATED
TO REFLECT FREQUENCY DISTRIBUTION

Response Alternative	A. Theoretical Expected		B. Actually Observed	
	Number	Per Cent	Number	Per Cent
Much More Competent	2.37	7.0	5.52	16.0
More Competent	8.13	24.0	13.82	41.0
Equally Competent	12.87	38.0	13.42	40.0
Less Competent	8.13	24.0	1.05	2.9
Much Less Competent	2.37	7.0	0.06	0.1
Total	33.87	100.0	33.87	100.0

FIGURE II
THEORETICAL EXPECTED DISTRIBUTION
OF RATING OF ADMINISTRATION
GRADUATES

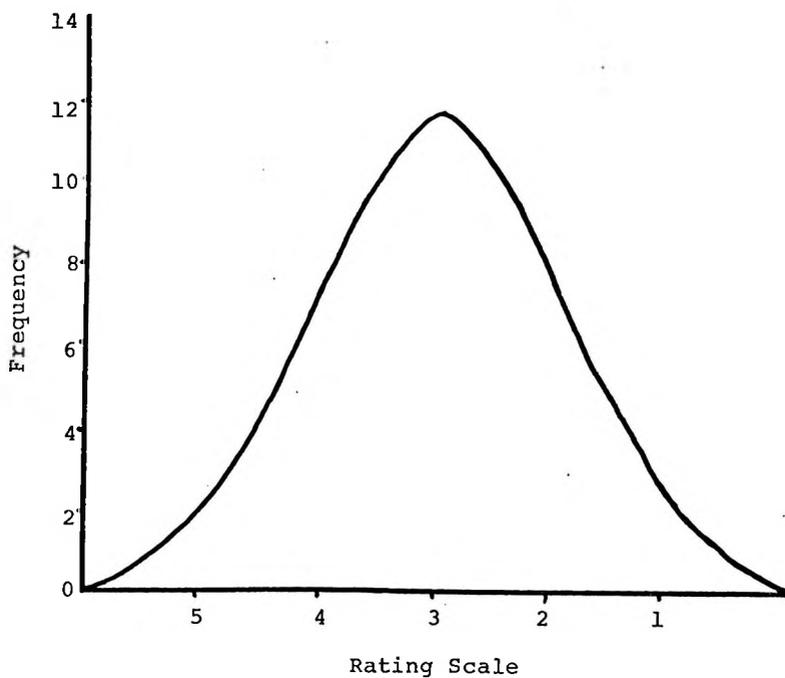
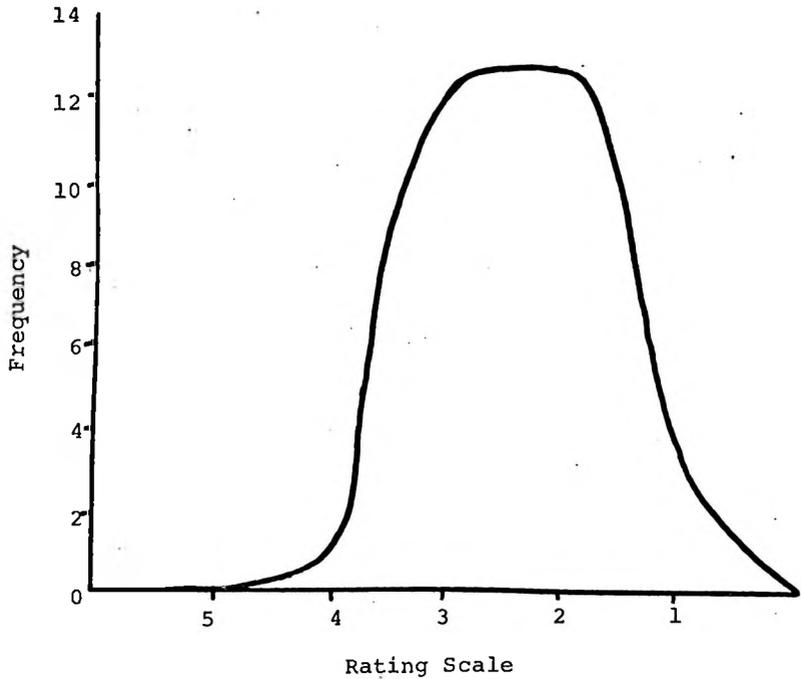


FIGURE III
ACTUAL OBSERVED DISTRIBUTION OF
RATING OF ADMINISTRATION
GRADUATES



Section II

The information in this section was obtained through the application of the instrument that graduates used in evaluating their educational training program. Each individual who participated in this study received their training in educational administration in the College of Education at the University of Alabama and did so within the past five years. Each participant was also currently occupying a position as an educational administrator.

The questionnaire contained a total of seventy-nine questions and descriptive statements. The first twenty-five questions and questions seventy-eight and seventy-nine were concerned with a general identification of the subjects for use in forming responses. Items twenty-six through seventy-seven are statements regarding general and specific characteristics and aspects of the training program offered by the College of Education. Each statement was to be reacted to by means of a rating scale ranging from 1 (to a very great extent) to 5 (not at all). Participants were to select rating scale alternatives on the basis of how accurately each statement described their particular program.

The presentation of the data is made by dividing the questionnaire items into categories based on the type of information each solicits. All items contained in each of the categories are accompanied by the various

alternatives available for selection and a tabulation of the total responses occurring for each alternative. The responses are expressed in each instance by frequency and the per cent of the total responses that each alternative represents. In addition, each category is preceded by an analysis of the data contained within it. This analysis is also based on response frequency and serves to identify outstanding items for the purpose of developing a categorical trend identification.

The second presentation, Appendix L, is a composite of the data. This table formats the responses by item, number and frequency of occurrence on each alternative. The frequency is also expressed by per cent of the total responses made.

General Identification

Questions one through twenty-five on the instrument are concerned with general subject identification. In reviewing the composite of responses to these questions, several outstanding factors are noted. They are as follows:

- A. All subjects were evaluating their graduate level program.
- B. Eighty per cent of the subjects were male.

- C. Eighty-two per cent of the subjects were married at the time they were involved in the program.
- D. A majority of the subjects were between the ages of thirty and forty.
- E. A majority of the subjects had earned either a masters or a doctorate degree.
- F. Seventy-three per cent of the subjects received previous academic training at four-year colleges other than the University of Alabama.
- G. A majority of the subjects were not currently working toward a graduate degree.
- H. All subjects cited administration, supervision, and curriculum development as their major area of study.
- I. A majority of the subjects were occupied in educational positions within the state of Alabama.

- J. Sixty-nine per cent of the subjects were employed in a public school system.
- K. All subjects were occupying either administrative or supervisory positions.
- L. The majority of subjects fell within a salary range of \$10,000 to \$17,999.
- M. Sixty-five per cent of the subjects received their salary based on a twelve month contract period.
- N. Forty-nine per cent of the subjects had no plans to leave Alabama.
- O. Eighty-two per cent of the subjects felt that they were equally or somewhat better prepared than their colleagues.

FIGURE IV-A
GENERAL IDENTIFICATION OF SUBJECTS

Program Evaluation Questionnaire and Response
for Individuals Currently Occupying
Administrative Positions

DIRECTIONS:

Respond to the questionnaire only as it relates to your
UNDERGRADUATE EXPERIENCES--

IF--you have completed LESS than a MASTER'S Degree, even
if you have completed some graduate work beyond the bachelor
level.

Respond to the questionnaire only as it relates to your
GRADUATE EXPERIENCES--

IF--you have completed a MASTER'S or HIGHER degree at
the College of Education, University of Alabama.

You may omit any item that does not apply to you.
Read each question carefully and decide which one of the
answers is best. Notice the letter of the alphabet to which
your choice corresponds. Then on the answer sheet, make a
heavy black mark through the letter for that item. In
marking your answers always be sure that you are responding
to the question on the answer sheet that is the same as the
question number on the questionnaire. Erase completely
any answer you wish to change, and be careful not to make
stray marks of any kind on the answer sheet.

1. On the basis of the directions given above I will
evaluate only my;

a. Undergraduate program

Response: Number 0
Per Cent 0

b. Graduate program

Response: Number 49
Per Cent 100

2. My sex is:

a. Male

Response: Number 39
Per Cent 80

b. Female

Response: Number 10
Per Cent 20

3. My marital status when I received my last degree from
The University of Alabama was:

a. Single

Response: Number 8
Per Cent 16

b. Married

Response: Number 40
Per Cent 82

c. Divorced

Response: Number 0
Per Cent 0

d. Widow

Response: Number 1
Per Cent 2

e. Widower

Response: Number 0
Per Cent 0

4. My age when I received my last degree from the University
of Alabama was:

a. 20-24

Response: Number 0
Per Cent 0

b. 25-29

Response: Number 9
Per Cent 18

c. 30-34

Response: Number 14
Per Cent 29

d. 35-39

Response: Number 15
Per Cent 31

e. 40 or older

Response: Number 11
Per Cent 22

5. My last degree earned at The University was the:

a. Bachelor

Response: Number 0
Per Cent 0

b. Master's

Response: Number 13
Per Cent 27

c. AA certificate

Response: Number 6
Per Cent 12

d. Ed.S.

Response: Number 2
Per Cent 4

e. Doctorate

Response: Number 27
Per Cent 55

6. My previous college experience just prior to entering The University of Alabama was:

a. at a vocational, technical, or junior college

Response: Number 1
Per Cent 2

b. at an extension center

Response: Number 2
Per Cent 4

c. at a four year college

Response: Number 36
Per Cent 73

d. None; I began my college career at The University of Alabama

Response: Number 7
Per Cent 14

7. I am presently working toward a:

a. Master's degree

Response: Number 0
Per Cent 0

b. AA certificate

Response: Number 4
Per Cent 8

c. Ed.S.

Response: Number 1
Per Cent 2

d. Doctoral degree

Response: Number 4
Per Cent 8

e. no graduate degree

Response: Number 27
Per Cent 55

8. My major area of study was (your major area of study may be found in this item or in item 9 or item 10):

a. Elementary Education

Response: Number 0
Per Cent 0

b. Secondary Education

Response: Number 0
Per Cent 0

c. Library Education

Response: Number 0
Per Cent 0

d. Fine Arts Education (Art Education or Music Education)

Response: Number 0
Per Cent 0

e. None of these

Response: Number 30
Per Cent 61

9. My major area of study was:

a. Health, Physical Education and Recreation

Response: Number 1
Per Cent 2

b. Special Education

Response: Number 1
Per Cent 2

c. Vocational or Industrial Arts Education

Response: Number 0
Per Cent 0

d. Counseling and Guidance

Response: Number 0
Per Cent 0

e. None of these

Response: Number 29
Per Cent 59

10. My major area of study was:

a. History and Philosophy and Sociology of Education

Response: Number 0
Per Cent 0

b. Higher Education

Response: Number 0
Per Cent 0

c. Educational Psychology

Response: Number 0
Per Cent 0

d. Administration, Supervision and Curriculum Development

Response: Number 49
Per Cent 100

e. None of these

Response: Number 0
Per Cent 0

11. I am:

a. teaching in Alabama

Response: Number 13
Per Cent 27

b. teaching outside Alabama

Response: Number 5
Per Cent 10

c. working in education in Alabama but not teaching

Response: Number 22
Per Cent 45

d. working in education outside Alabama but not teaching

Response: Number 7
Per Cent 14

e. not working in education (you may omit questions that apply only to persons who are working in educational e.g. Item 14)

Response: Number 0
Per Cent 0

12. I am:

a. working in education

Response: Number 45
Per Cent 92

b. working in business or industry

Response: Number 0
Per Cent 0

c. self employed

Response: Number 0
Per Cent 0

d. working in the military or government

Response: Number 0
Per Cent 0

e. a house wife or other

Response: Number 0
Per Cent 0

13. If in education, at what level are you working:

a. Pre-school or elementary (K-6)

Response: Number 8
Per Cent 16

b. Secondary (7-12)

Response: Number 13
Per Cent 27

c. Junior college, vocational or technical

Response: Number 4
Per Cent 8

d. College or university

Response: Number 11
Per Cent 22

e. Other

Response: Number 10
Per Cent 20

14. I am in:

a. public school

Response: Number 34
Per Cent 69

b. private school - nonreligious

Response: Number 2
Per Cent 4

c. private school - nonreligious

Response: Number 2
Per Cent 4

d. other type of school

Response: Number 1
Per Cent 2

e. education but not in a school

Response: Number 6
Per Cent 12

15. I am:

a. a teacher

Response: Number 0
Per Cent 0

b. a counselor

Response: Number 0
Per Cent 0

c. a supervisor or administrator

Response: Number 49
Per Cent 100

d. office personnel

Response: Number 0
Per Cent 0

e. in another educational position

Response: Number 0
Response 0

16. My salary during the past school year was:

a. less than \$5,999

Response: Number 0
Per Cent 0

b. \$6,000 to \$7,999

Response: Number 0
Per Cent 0

c. \$8,000 to \$9,999

Response: Number 8
Per Cent 16

d. \$10,000 to \$11,999

Response: Number 10
Per Cent 21

e. none of these (additional alternatives below)

Response: Number 23
Per Cent 47

17. My salary during the past school year was:

a. \$12,000 to \$13,999

Response: Number 5
Per Cent 10

b. \$14,000 to \$15,999

Response: Number 11
Per Cent 22

c. \$16,000 to \$17,999

Response: Number 8
Per Cent 16

d. \$18,000 to \$19,999

Response: Number 3
Per Cent 6

e. \$20,000 or above

Response: Number 5
Per Cent 10

18. The above salary is for a contract period of:

a. 9 months

Response: Number 2
Per Cent 4

b. 10 months

Response: Number 11
Per Cent 22

c. 11 months

Response: Number 3
Per Cent 6

d. 12 months

Response: Number 32
Per Cent 65

e. Other

Response: Number 1
Per Cent 2

19. In my situation a Master's degree meant or will mean an increase in salary of:

a. no increase

Response: Number 2
Per Cent 4

b. \$499 or less

Response: Number 3
Per Cent 6

c. \$500 to \$699

Response: Number 6
Per Cent 12

d. \$700 or more

Response: Number 12
Per Cent 24

e. do not know

Response: Number 9
Per Cent 18

20. In my situation an AA certificate or an Ed.S. Degree would mean an increase in salary over the Master's degree salary level of:

a. no increase

Response: Number 10
Per Cent 20

b. \$299 or less

Response: Number 5
Per Cent 10

c. \$300 to \$499

Response: Number 4
Per Cent 8

d. \$500 or more

Response: Number 3
Per Cent 6

e. do not know

Response: Number 8
Per Cent 16

21. If I left the State of Alabama to work, or plan to, which item below best indicates the reason?

a. Better financial opportunities

Response: Number 12
Per Cent 7

b. Better professional opportunities

Response: Number 10
Per Cent 20

c. Failure to find a favorable position in Alabama

Response: Number 4
Per Cent 8

d. Other reasons

Response: Number 3
Per Cent 6

e. No plans to leave Alabama

Response: Number 24
Per Cent 49

22. At what level in my undergraduate work do I think student teaching would have been most helpful?

a. During my sophomore year

Response: Number 4
Per Cent 8

b. During my junior year

Response: Number 20
Per Cent 41

c. During my senior year

Response: Number 14
Per Cent 29

d. Was not helpful at any level

Response: Number 2
Per Cent 4

e. Have no opinion

Response: Number 1
Per Cent 2

23. To what extent do I feel that some experience in classroom management, prior to student teaching would have been helpful?

a. To a very great extent

Response: Number 21
Per Cent 43

b. To a great extent

Response: Number 13
Per Cent 27

c. Somewhat

Response: Number 6
Per Cent 12

d. Hardly at all

Response: Number 3
Per Cent 6

e. Not at all

Response: Number 0
Percent 0

24. While attending the University, what experiences other than classroom proved most helpful to me?

a. Part-time employment

Response: Number 14
Per Cent 29

b. Fraternity and sorority organizations

Response: Number 2
Per Cent 4

c. Student activities

Response: Number 1
Per Cent 2

d. Dormitory life

Response: Number 3
Per Cent 6

e. Other

Response: Number 23
Per Cent 47

25. As I compare my education received in college with that of my colleagues from other institutions, I appear to be:

a. much better prepared

Response: Number 7
Per Cent 14

b. somewhat better prepared

Response: Number 19
Per Cent 39

c. about equally prepared

Response: Number 21
Per Cent 43

d. somewhat less prepared

Response: Number 0
Per Cent 0

e. much less prepared

Response: Number 0
Per Cent 0

Program Appraisal Items

The data reviewed in the remainder of this section reflect the perceptions of former educational administration students about their training program. The items are grouped into categories based on the type of information each seeks. The five categories are concerned with different phases and aspects of the administration program and are as follows:

- (1) an appraisal of the value of various phases of graduate program experiences (Questions twenty-six through thirty-six)

- (2) the extent to which various categories of courses contributed to the academic growth and development of graduate students (Questions thirty-seven through forty-one)
- (3) an appraisal of the extent graduate course work and other academic program requirements contributed to modification and attainment of selected types of behavior (Questions forty-two through sixty-three)
- (4) the extent to which selected qualities of teachers contributed to the personal growth and development of graduate students (Questions sixty-four through sixty-eight)
- (5) a rating of selected factors which may have influenced students in determining which college or university to attend (Questions sixty-nine through seventy-seven)

Only outstanding appraisal and rating results, both positive and negative, are cited in each of these five categories. This is done to give the reader a comprehensive overview of the various trends of the results. Further detailed examination is available through analysis of the total data base contained in each of the categories and in Appendix L.

Category one.--In the first category the following items were identified as outstanding, either pro or con, on the basis of response frequency:

- A. Fifty-one per cent of the subjects felt that classroom lectures and discussions were valuable to a great extent.
- B. Fifty-five per cent of the subjects felt that graduate assistantships, fellowships, etc. were valuable to a great extent or a very great extent.
- C. Eighty-two per cent of the subjects rated informal discussions with faculty members very valuable or valuable.

- D. Informal discussions with other students were rated as being valuable or very valuable by eighty-two per cent of the subjects.
- E. A majority of the subjects identified small group or committee projects as a valuable program element.
- F. Twenty-seven per cent of the subjects rated independent study or special investigations as valuable to a very great extent. Forty-nine per cent of the subjects rated this item as valuable to a great extent.

FIGURE IV-B

 VALUE RATING OF PROGRAM EXPERIENCES

Directions:

For Items 26 through 36 you are asked to rate the value of the various phases of your undergraduate or graduate experiences in the College of Education. Rate each item on a 1 to 5 point scale.

1. valuable to a very great extent
2. valuable to a great extent
3. somewhat
4. hardly valuable at all
5. not valuable at all

26. Classroom lectures and discussions

	Response Scale:				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	8	25	13	1	0
Per Cent of Responses:	16	51	27	2	0

27. Graduate assistantship, fellowship, etc.

	Response Scale:				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Number of Responses	17	10	5	2	5
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Per Cent of Responses	35	20	10	4	10
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28. Guidance and counseling received

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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Number of Responses	5	13	16	9	4
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Per Cent of Responses	10	27	33	18	8
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29. Internship

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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Number of Responses:	7	3	2	6	7
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Per Cent of Responses	14	6	4	12	14
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30. Informal discussions with faculty members

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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Number of Responses:	16	24	4	3	1
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Per Cent of Responses:	33	49	8	6	2
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31. Informal discussions with other students

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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Number of Responses:	19	24	4	2	0
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Per Cent of Responses	39	49	8	4	0
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32. Small group or committee projects

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	7	25	13	2	2
Per Cent of Responses	14	51	27	4	4

33. Tests and examinations

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	1	10	21	11	5
Per Cent of Responses:	2	20	43	22	10

34. Student teaching

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	8	14	16	6	4

35. Resource speakers

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	6	13	23	4	1
Per Cent of Responses:	12	27	47	8	2

36. Independent study or special investigations such as term papers on topics of my own choosing.

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	13	24	8	2	0
Per Cent of Responses	27	49	16	4	0

Category two.--Category two is concerned with the extent to which various categories of courses contributed to the academic growth and development of graduate students. The outstanding items in this category are as follows:

- A. A majority of the subjects identified the required courses within the College of Education as valuable to a great extent
- B. Eighty-seven per cent of the subjects felt that elected courses were valuable or very valuable
- C. Eighty-eight per cent of the subjects identified major courses within the College of Education as valuable or very valuable.

FIGURE IV-C

VALUE RATING OF COURSE CATEGORIES

Directions:

For items 37 through 41 rate the extent to which the following categories of courses contributed to your academic growth and development. Rate each item on a 1 to 5 point scale.

1. to a very great extent
2. to a great extent
3. somewhat
4. hardly at all
5. not at all

37. Required courses within the College of Education

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	6	30	11	1	0
Per Cent of Responses:	12	61	22	2	0

38. Required courses outside the College of Education

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	2	13	19	5	3
Per Cent of Responses	4	27	39	10	6

39. Courses that I elected

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	10	33	6	0	0
Per Cent of Responses	20	67	12	0	0

40. Major courses within the College of Education

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	14	29	6	0	0
Per Cent of Responses	29	59	12	0	0

41. Major courses outside the College of Education

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	4	13	18	3	4
Per Cent of Responses	8	27	37	6	8

Category three.--The data in this category reflect an appraisal of the extent graduate course work and other academic program requirements contributed to modification and attainment of selected types of behavior. The outstanding items based on frequency of response are as follows:

- A. The ability to plan, organize, and present ideas was identified by twenty-two per cent of the subjects as contributing to a very great extent. Fifty-nine per cent identified this item as valuable to a great extent.
- B. Fifty-nine per cent of the subjects rated the ability to recognize the worth of individuals as valuable or very valuable
- C. The ability to lead discussions in the classroom was identified by sixty-three per cent of the subjects as being valuable or very valuable.
- D. The development of a personal philosophy of education was identified by twenty per cent of the subjects as very valuable. Fifty-one per cent identified it as being valuable to a great extent.
- E. Sixty-seven per cent of the subjects cited the ability to detect and deal with educational problems as valuable or very valuable.
- F. The ability to work with others in educational endeavors was identified by seventy-one per cent of the subjects as valuable or very valuable.
- G. Forty-one per cent of the subjects cited acquaintance with professional literature as the program element valuable to a very great extent. Forty-three per cent cited this item as valuable to a great extent.
- H. Thirty-three per cent of the subjects identified the use of electronic audio-visual teaching aids as the program element not at all helpful. Sixteen per cent cited this item as hardly helpful.

- I. Forty-nine per cent of the subjects identified the effective use of non-electronic visual teaching aids as hardly helpful or not helpful at all.
- J. Utilization of community resources, human and other was identified by thirty-two per cent of the subjects as being hardly helpful or not helpful at all.

FIGURE IV-D

 VALUE RATING OF COURSE WORK

Directions:

For items 42 through 63 rate the extent to which your undergraduate or graduate course work and other academic requirements within the College of Education contributed to the following. Rate each item on a 1 to 5 point scale.

1. to a very great extent
2. to a great extent
3. somewhat
4. hardly at all
5. not at all

42. Ability to plan, organize, and present ideas

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	11	29	8	1	0
Per Cent of Responses	22	59	16	2	0

43. Ability to recognize the worth of individuals

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	8	21	17	3	0
Per Cent of Responses:	16	43	35	6	0

44. Ability to lead discussions in the classroom

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	7	24	16	2	0
Per Cent of Responses:	14	49	33	4	0

45. Development of a personal philosophy of education

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	10	25	10	4	0
Per Cent of Responses:	20	51	20	8	0

46. Ability to detect and deal with educational problems

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	9	24	13	2	1
Per Cent of Responses:	18	49	27	4	2

47. Ability to think creatively

Response Scale	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	4	19	21	5	0
Per Cent of Responses:	8	39	43	10	0

48. Development of aesthetic and cultural interests

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	3	8	24	10	4
Per Cent of Responses:	6	16	49	20	8

49. Acquisition of satisfying social relationships

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	7	14	23	4	1
Per Cent of Responses:	14	29	47	8	2

50. Acquisition of liberal viewpoint concerning social issues

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	4	12	18	11	4
Per Cent of Responses:	8	24	37	22	8

51. Development of poise and self confidence

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	8	16	22	3	0
Per Cent of Responses:	16	33	45	6	0

52. Ability to work with others in educational endeavors

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	9	26	12	2	0
Per Cent of Responses:	18	53	24	4	0

53. Acquaintance with professional literature

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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Number of Responses: 20 21 7 1 0

Per Cent of Responses: 41 43 14 2 0

54. Development of knowledge and skills in a variety of teaching methods

Response Scale: 1 2 3 4 5

Number of Responses: 6 16 17 7 2

Per Cent of Responses: 12 33 35 14 4

55. Ability to develop rapport with students

Response Scale: 1 2 3 4 5

Number of Responses: 6 12 27 1 2

Per Cent of Responses: 12 24 55 2 4

56. Ability to understand and relate positively to students and teachers of a different cultural or racial background

Response Scale: 1 2 3 4 5

Number of Responses: 6 11 22 4 5

Per Cent of Responses: 12 22 45 8 10

57. Ability to work effectively in an educational situation that is not ideal

Response Scale: 1 2 3 4 5

Number of Responses: 6 9 22 8 2

Per Cent of Responses: 12 18 45 16 4

58. Effective use of electronic audio-visual teaching aids (overhead projector, movie projector, record players, etc.)

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	0	5	17	8	16
Per Cent of Responses:	0	10	35	16	33

59. Effective use of non-electronic visual teaching aids (charts, graphs, bulletin boards, maps, globes, etc.)

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	2	4	17	14	10
Per Cent of Responses:	4	8	35	29	20

60. Utilization of community resources, human and other (business and industry, government agencies, museums and parks, etc.)

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	1	8	22	10	6
Per Cent of Responses:	2	16	45	20	12

61. Ability to advise and counsel with students on an individual basis

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	3	16	20	6	2
Per Cent of Responses:	6	33	41	12	4

62. Ability to interpret standardized test scores

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	3	18	16	8	1
Per Cent of Responses:	6	37	33	16	2

63. Ability to work with bright, average, and slow students

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	2	10	19	12	2
Per Cent of Responses:	4	20	39	24	4

Category four.--The data in this category reflect the extent to which selected qualities of teachers contributed to the personal growth and development of graduate students. The out-standing factors based on frequency are as follows:

- A. Sixty-nine per cent of the subjects rated the ability to relate to students as being helpful to a great or very great extent.
- B. Fifty three per cent of the subjects rated flexibility in working with individual students as helpful to a great or very great extent.
- C. Knowledge of the subject area being taught was rated as helpful to a great or very great extent by ninety per cent of the subjects.
- D. The ability to relate theory to practice was identified by fifty-seven per cent of the subjects as being helpful to a great or very great extent.
- E. Sixty-one per cent of the subjects rated permitting students to plan and pursue areas of interest as helpful or very helpful.

FIGURE IV-E
VALUE RATING OF QUALITIES
OF TEACHERS

Directions:

Items 64 through 68 list some qualities of teachers. The purpose of the rating scale is to identify the extent that these qualities contributed to your personal growth and development. Rate each item on the 5 point scale below.

1. to a very great extent
2. to a great extent
3. somewhat
4. hardly at all
5. not at all

64. Ability to relate to students

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	12	22	9	1	0
Per Cent of Responses:	24	45	18	2	0

65. Flexible in working with individual students

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	10	16	19	0	0
Per Cent of Responses:	20	33	39	0	0

66. Knowledge of area being taught

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	16	28	2	0	0
Per Cent of Responses:	33	57	4	0	0

67. Ability to relate theory to practice

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	9	19	13	4	0
Per Cent of Responses:	18	39	27	8	0

68. Permit students to plan and pursue areas of interest

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	10	20	11	4	0
Per Cent of Responses:	20	41	22	8	0

Category five.--The data in this category reflect the rating of selected factors which may have influenced students in determining which college or university to attend. The outstanding items based on frequency are as follows:

- A. Thirty-five per cent of the subjects rated convenience or accessibility of the university as influencing their decision to a very great extent. Thirty-one per cent gave this item a rating of two (to a great extent).
- B. The general standing of the University and its reputation for high scholarship was rated by seventy-seven per cent of the subjects as one factor which influenced their decision to attend the university to a great extent or to a very great extent.
- C. A majority of the subjects rated the reputation of the faculty or some faculty member, or some staff member as influencing their decision for attendance to a great or a very great extent.

- D. Fifty-one per cent of the subjects cited varsity athletics and/or social opportunities as the factor influencing their decision to attend the university least by giving it a number five rating (not at all).
- E. The relative ease with which the requirements of the degree could be met was given a number five rating (not at all) by forty-seven per cent of the subjects.
- F. The reputation of the university for placing graduates in good positions was given a rating of five (not at all) by thirty-five per cent of the subjects.
- G. The relatively low tuition of the university was rated by thirty-one per cent of the subjects as not influencing their decision for attendance at all.

FIGURE IV-F
VALUE RATING OF FACTORS DETERMINING
COLLEGE CHOICE

Directions:

Items 69 through 77 list some factors which may have influenced you in determining the college of your choice. The purpose of the rating is to identify the degree of each item's influence on your choosing to attend The University of Alabama. Rate each item on the 5 point scale below:

1. to a very great extent
2. to a great extent
3. somewhat
4. hardly at all
5. not at all

69. Convenience or accessibility of the University

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	17	15	5	7	4
Per Cent of Responses:	35	31	10	14	8

70. General standing of the University and its reputation for high scholarship.

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	12	26	8	1	1
Per Cent of Responses	24	53	16	2	2

71. Reputation of the faculty or some faculty member, or some staff member

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses	14	13	13	6	2
Per Cent of Responses:	29	27	27	12	4

72. Influence of friends and/or relatives

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	8	12	16	5	7
Per Cent of Responses:	16	24	33	10	14

73. Varsity athletics and/or social opportunities (football, basketball, baseball, golf, etc.)

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	2	1	9	10	25
Per Cent of Responses	4	2	18	20	51

74. Relative ease with which the requirements of the degree could be met

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	1	6	4	14	23
Per Cent of Responses	2	12	8	29	47

75. Reputation of the University for placing graduates in good positions

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	3	6	11	10	17
Per Cent of Responses:	6	12	22	20	35

76. Scholarship, fellowship, assistantship, or other financial assistance

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses	10	9	5	6	15
Per Cent of Responses:	20	18	10	12	31

77. Relatively low tuition

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses	3	8	9	10	15
Per Cent of Responses	6	16	18	20	31

78. If you marked Secondary Education in Item 8 what was your area of specialization?

a. Business Education

Response: Number 0
Per Cent 0

b. Home Economics

Response: Number 0
Per Cent 0

c. Mathematics

Response: Number 0
Per Cent 0

d. Science

Response: Number 0
Per Cent 0

e. None of these (additional alternatives are in item 79, below)

Response: Number 8
Per Cent 16

79. Additional alternatives for Item 78 (above) of Secondary Education Majors:

a. English and Speech

Response: Number 0
Per Cent 0

b. Social Studies

Response: Number 2
Per Cent 4

c. Distributive Education

Response: Number 0
Per Cent 0

d. Foreign Language

Response: Number 0
Per Cent 0

e. Art and Music

Response: Number 0
Per Cent 0

General Summary

In the preceding part of this section, the data obtained by means of the execution of the program evaluation questionnaire were reviewed. This review was accomplished through an analysis of each catagorical set of questionnaire items. As a result, an in depth view of the data was realized.

It is also beneficial to view this data from a broader perspective. Thus, an overview of the entire data spectrum is presented. This is done by identifying the overall outstanding items in each of the categories and the over-all outstanding items from all categories considered collectively as a single consolidated data pool. In the presentation of each category, the order of item appearance indicates the rating frequency each item received. The items being arranged from greatest to least in terms of frequency of selection.

In the first category (appraisal of the value of various program experiences) items thirty-one (informal discussions with other students), twenty-seven (graduate

assistantship, fellowship, etc.), thirty (informal discussions with faculty members), and thirty-six (independent study or special investigations such as term papers on topics of my own choosing) received the greatest quantity of number one ratings (valuable to a very great extent). The items receiving the largest amount of number five ratings (not valuable at all) were twenty-nine (internship), twenty-seven (graduate assistantships, fellowships, etc.), and thirty-three (tests and examinations).

In the second category (contributions of various categories of courses to academic growth and development) items number forty (major courses within the College of Education) and thirty-nine (courses that I elected) received the number one rating (valuable to a very great extent) the most frequently. Items forty-one (major courses outside the College of Education) and thirty-eight (required courses outside the College of Education) received the largest count of number five ratings (not valuable at all).

Category three (effect of course work on attainment of selected behaviors) ranked items fifty-three (acquaintance with professional literature), forty-two (ability to plan, organize and present ideas), and forty-five (development of a personal philosophy of education) as the items receiving the greatest number of rating scale alternative one (to a very great extent). Items fifty-eight (effective use of electronic audio-visual teaching aids

[overhead projector, movie projector, record players, etc.]), fifty-nine (effective use of non-electronic visual teaching aids [charts, graphs, bulletin boards, maps, globes, etc.]), sixty (utilization of community resources, human and other [business and industry, government agencies, museums and parks, etc.]), and fifty-six (ability to understand and relate positively to students and teachers of a different cultural or racial background) received the greatest frequency count of the number five rating (not at all).

In the fourth category (contribution of selected qualities of teachers on growth and development of students) item number sixty-six (knowledge of area being taught) received the greatest amount of number one ratings (to a very great extent). There were no number five ratings (not at all) given in this category.

In category five (factors influencing the decision to attend a particular college or university) items sixty-nine (convenience or accessibility of the university), seventy-one (reputation of the faculty or some faculty member, or some staff member), seventy (general standing of the university and its reputation for high scholarship), and seventy-six (scholarship, assistantship, fellowship, or other financial assistance) were identified as having received the largest frequency count on rating scale number one (to a very great extent). The items receiving the greatest frequency count on rating scale number five (not

at all) were items seventy-three (varsity athletics and/or social opportunities [football, basketball, baseball, golf, etc., sororities and/or fraternities]), seventy-four (relative ease with which the requirements of the degree could be met), seventy-five (reputation of the university for placing graduates in good positions), seventy-six (scholarship, fellowship, assistantship or other financial assistance), and seventy-seven (relatively low tuition).

Out of all of the items in the five categories under consideration, items number fifty-three (acquaintance with professional literature) and thirty-one (informal discussions with other students) obtained frequency counts of twenty and nineteen respectively on rating scale number one (to a very great extent). The two items receiving the greatest frequency count on rating scale alternative five (not at all) were items seventy-three (varsity athletics and/or social opportunities [football, basketball, baseball, golf, etc., sororities and/or fraternities]), and seventy-four (relative ease with which the requirements of the degree could be met). These items received a frequency count of twenty-five and twenty-three respectively.

Section III

The data presented in this section was derived through a questionnaire identical to the one used to gather the data presented in Section II. All participating subjects

received their training in educational administration at the College of Education within the past five years as did the subjects reported in Section II. However, the subjects responding in this section were not required to be currently occupying positions as educational administrators.

The data is presented through the same formats used in Section II. The complete questionnaire is exhibited and reviewed by functional categories with responses accompanying each item. A recapitulation of the data is also included in Appendix M.

General Identification

Questions one through twenty-five on the questionnaire are concerned with the general identification of subjects. In reviewing the composite of responses to these items, several outstanding factors are noted. They are as follows:

- A. All subjects were evaluating their graduate level program
- B. Sixty-seven per cent of the subjects were male
- C. Seventy-six per cent of the subjects were married at the time of their involvement in the program
- D. Forty-eight per cent of the subjects were over forty years of age
- E. A majority of the subjects had earned a doctorate
- F. Seventy-six per cent of the subjects received previous academic training at four year colleges other than the University of Alabama

- G. A majority of the subjects were not currently working toward a graduate degree
- H. Ninety-five per cent of the subjects cited administration, supervision and curriculum development as their major area of study
- I. A majority of the subjects were occupied in educational positions within the state of Alabama
- J. Sixty per cent of the subjects were working on the college or university level
- K. A majority of the subjects were occupying positions in public schools
- L. Seventy-nine per cent of the subjects were employed as teachers
- M. A majority of the subjects fell within a salary range of \$12,000 to \$15,999.
- N. Forty per cent of the subjects had no plans to leave Alabama
- O. Forty-five per cent of the subjects felt that they were somewhat better or much better prepared than their colleagues.

FIGURE V-A

GENERAL IDENTIFICATION OF SUBJECTS

Program Evaluation Questionnaire and Responses
Individuals Not Currently Occupying
Administrative Positions

Directions:

Respond to the questionnaire only as it relates to your UNDERGRADUATE EXPERIENCES--

IF--you have completed LESS than a MASTER'S DEGREE, even if you have completed some graduate work beyond the bachelor level.

Respond to the questionnaire only as it relates to your GRADUATE EXPERIENCES--

IF--you have completed a MASTER'S OR HIGHER degree at the College of Education, University of Alabama.

You may omit any item that does not apply to you. Read each question carefully and decide which one of the answers is best. Notice the letter of the alphabet to which your choice corresponds. Then on the answer sheet, make a heavy black mark through the letter for that item. In marking your answers always be sure that you are responding to the question on the answer sheet that is the same as the question number on the questionnaire. Erase completely any answer you wish to change, and be careful not to make stray marks of any kind on the answer sheet.

1. On the basis of the directions given above I will evaluate only my:

a. Undergraduate program

Response: Number 0
Per Cent 0

b. Graduate program

Response: Number 42
Per Cent 100

2. My sex is:

a. Male

Response: Number 28
Per Cent 67

b. Female

Response: Number 14
Per Cent 33

3. My marital status when I received my last degree from The University of Alabama was:

a. Single

Response: Number 4
Per Cent 10

b. Married

Response: Number 32
Per Cent 76

c. Divorced

Response: Number 3
Per Cent 7

d. Widow

Response: Number 2
Per Cent 5

e. Widower

Response: Number 0
Per Cent 0

4. My age when I received my last degree from The University of Alabama was:

a. 20-24

Response: Number 1
Per Cent 2

b. 25-29

Response: Number 5
Per Cent 12

c. 30-34

Response: Number 10
Per Cent 24

d. 35-39

Response: Number 5
Per Cent 12

e. 40 or older

Response: Number 20
Per Cent 48

5. My last degree earned at The University was the:

a. Bachelor

Response: Number 0
Per Cent 0

b. Master's

Response: Number 9
Per Cent 21

c. AA certificate

Response: Number 1
Per Cent 2

d. Ed.S.

Response: Number 4
Per Cent 10

e. Doctorate

Response: Number 27
Per Cent 64

6. My previous college experience just prior to entering The University of Alabama was:

a. at a vocational, technical, or junior college

Response: Number 0
Per Cent 0

b. at an extension center

Response: Number 2
Per Cent 5

c. at a four year college

Response: Number 32
Per Cent 76

d. none; I began my college career at The University of Alabama

Response: Number 5
Per Cent 12

7. I am presently working toward a:

a. Master's degree

Response: Number 0
Per Cent 0

-
- b. AA certificate
- Response: Number 2
Per Cent 5
- c. Ed.S.
- Response: Number 2
Per Cent 5
- d. Doctoral degree
- Response: Number 2
Per Cent 5
- e. no graduate degree
- Response: Number 24
Per Cent 57
8. My major area of study was (your major area of study may be found in this item or in item 9 or item 10);
- a. Elementary Education
- Response: Number 0
Per Cent 0
- b. Secondary Education
- Response: Number 0
Per Cent 0
- c. Library Education
- Response: Number 0
Per Cent 0
- d. Fine Arts Education (Art Education or Music Education)
- Response: Number 0
Per Cent 0
- e. None of these
- Response: Number 22
Per Cent 52

9. My major area of study was:

a. Health, Physical Education and Recreation

Response: Number 1
Per Cent 2

b. Special Education

Response: Number 0
Per Cent 0

c. Vocational or Industrial Arts Education

Response: Number 0
Per Cent 0

d. Counseling and Guidance

Response: Number 0
Per Cent 0

e. None of these

Response: Number 23
Per Cent 55

10. My major area of study was:

a. History and Philosophy and Sociology of Education

Response: Number 0
Per Cent 0

b. Higher Education

Response: Number 0
Per Cent 0

c. Educational Psychology

Response: Number 2
Per Cent 5

d. Administration, Supervision and Curriculum Development

Response: Number 40
Per Cent 95

e. None of these

Response: Number 0
Per Cent 0

11. I am:

a. teaching in Alabama

Response: Number 24
Per Cent 57

b. teaching outside Alabama

Response: Number 11
Per Cent 26

c. working in education in Alabama but not teaching

Response: Number 5
Per Cent 12

d. working in education outside Alabama but not teaching

Response: Number 0
Per Cent 0

e. not working in education (you may omit questions that apply only to persons who are working in education e.g. Item 14)

Response: Number 1
Per Cent 2

12. I am:

a. working in education

Response: Number 37
Per Cent 88

b. working in business or industry

Response: Number 1
Per Cent 2

c. self employed

Response: Number 0
Per Cent 0

d. working in the military or government

Response: Number 0
Per Cent 0

-
- e. a house wife or other
- Response: Number 0
Per Cent 0
13. If in education, at what level are you working:
- a. Pre-school or elementary (K-6)
- Response: Number 2
Per Cent 5
- b. Secondary (7-12)
- Response: Number 8
Per Cent 19
- c. Junior college, vocational or technical
- Response: Number 2
Per Cent 3
- d. College or university
- Response: Number 25
Per Cent 60
- e. Other
- Response: Number 3
Per Cent 7
14. I am in:
- a. public school
- Response: Number 27
Per Cent 64
- b. private school - nonreligious
- Response: Number 1
Per Cent 2
- c. private school - religious
- Response: Number 2
Per Cent 5
- d. other type of school
- Response: Number 5
Per Cent 12

e. education but not in a school

Response: Number 3
Per Cent 7

15. I am:

a. a teacher

Response: Number 33
Per Cent 79

b. a counselor

Response: Number 2
Per Cent 5

c. a supervisor or administrator

Response: Number 0
Per Cent 0

d. office personnel

Response: Number 0
Per Cent 0

e. in another educational position

Response: Number 6
Per Cent 14

16. My salary during the past school year was:

a. less than \$5,999

Response: Number 2
Per Cent 5

b. \$6,000 to \$7,000

Response: Number 3
Per Cent 7

c. \$8,000 to \$9,999

Response: Number 6
Per Cent 14

d. \$10,000 to \$11,999

Response: Number 4
Per Cent 10

e. none of these (additional alternatives below)

Response: Number 16
Per Cent 38

17. My salary during the past school year was:

a. \$12,000 to \$13,999

Response: Number 12
Per Cent 29

b. \$14,000 to \$15,999

Response: Number 10
Per Cent 24

c. \$16,000 to \$17,999

Response: Number 3
Per Cent 7

d. \$18,000 to \$19,999

Response: Number 1
Per Cent 2

e. \$20,000 or above

Response: Number 2
Per Cent 5

18. The above salary is for a contract period of:

a. 9 months

Response: Number 16
Per Cent 38

b. 10 months

Response: Number 3
Per Cent 7

c. 11 months

Response: Number 2
Per Cent 5

d. 12 months

Response: Number 19
Per Cent 45

e. Other

Response: Number 2
Per Cent 5

19. In my situation a Master's degree meant or will mean an increase in salary of:

a. no increase

Response: Number 3
Per Cent 7

b. \$499 or less

Response: Number 2
Per Cent 5

c. \$500 to \$699

Response: Number 2
Per Cent 5

d. \$700 or more

Response: Number 7
Per Cent 17

e. do not know

Response: Number 8
Per Cent 19

20. In my situation an AA certificate or an Ed.S. Degree would mean an increase in salary over the Master's degree salary level of:

a. no increase

Response: Number 6
Per Cent 14

b. \$299 or less

Response: Number 2
Per Cent 5

c. \$300 to \$499

Response: Number 2
Per Cent 5

d. \$500 or more

Response: Number 0
Per Cent 0

e. do not know

Response: Number 12
Per Cent 29

21. If I left the State of Alabama to work, or plan to, which item below best indicates the reason?

a. Better financial opportunities

Response: Number 2
Per Cent 5

b. Better professional opportunities

Response: Number 9
Per Cent 21

c. Failure to find a favorable position in Alabama

Response: Number 7
Per Cent 17

d. Other reasons

Response: Number 3
Per Cent 7

e. No plans to leave Alabama

Response: Number 17
Per Cent 40

22. At what level in my undergraduate work do I think student teaching would have been most helpful?

a. During my sophomore year

Response: Number 4
Per Cent 10

b. During my junior year

Response: Number 15
Per Cent 36

c. During my senior year

Response: Number 13
Per Cent 31

d. Was not helpful at any level

Response: Number 0
Per Cent 0

e. Have no opinion

Response: Number 2
Per Cent 5

23. To what extent do I feel that some experience in classroom management, prior to student teaching would have been helpful?

a. To a very great extent

Response: Number 20
Per Cent 48

b. To a great extent

Response: Number 9
Per Cent 21

c. Somewhat

Response: Number 3
Per Cent 7

d. Hardly at all

Response: Number 2
Per Cent 5

e. Not at all

Response: Number 1
Per Cent 2

24. While attending the University, what experiences other than classroom proved most helpful to me?

a. Part-time employment

Response: Number 11
Per Cent 26

b. Fraternity and sorority organizations

Response: Number 0
Per Cent 0

c. Student activities

Response: Number 4
Per Cent 10

d. Dormitory life

Response: Number 2
Per Cent 5

e. Other

Response: Number 15
Per Cent 36

25. As I compare my education received in college with that of my colleagues from other institutions, I appear to be:

a. much better prepared

Response: Number 10
Per Cent 24

b. somewhat better prepared

Response: Number 9
Per Cent 21

c. about equally prepared

Response: Number 21
Per Cent 50

d. somewhat less prepared

Response: Number 2
Per Cent 5

e. much less prepared

Response: Number 0
Per Cent 0

The data reviewed in the remainder of this section reflect the perceptions of former educational administration students about their training program. The items are grouped into categories based on the type of information each seeks. The five categories are concerned with different phases and aspects of the administration program and are as follows:

- (1) an appraisal of the value of various phases of graduate program experiences (Questions twenty-six through thirty-six)
- (2) the extent to which various categories of courses contributed to the academic growth and development of graduate students (Questions thirty-seven through forty-one)
- (3) an appraisal of the extent graduate course work and other academic program requirements contributed to modification and attainment of selected types of behavior (Questions forty-two through sixty-three)
- (4) the extent to which selected qualities of teachers contributed to the personal growth and development of graduate students (Questions sixty-four through sixty-eight)
- (5) a rating of selected factors which may have influenced students in determining which college or university to attend (Questions sixty-nine through seventy-seven)

Only outstanding appraisal and rating results, both positive and negative, are cited in each of these five

categories. This is done to give the reader a comprehensive overview of the various trends of the results. Further detailed examination is available through analysis of the total data base contained in each of the categories and in Appendix L.

Category one.--In the first category the following items were identified as outstanding, either pro or con, on the basis of response frequency:

- A. Sixty-seven per cent of the subjects felt that classroom lectures and discussions were valuable to a great extent or a very great extent.
- B. Fifty-seven percent of the subjects felt that graduate assistantships, fellowships, etc. were valuable to a great or very great extent.
- C. Informal discussions with faculty members was rated by forty-three per cent of the subjects as being valuable to a very great extent. Thirty-three per cent rated it as valuable to a great extent.
- D. Informal discussions with other students was rated by forty-three per cent of the subjects as being valuable to a very great extent. Forty-eight per cent rated this item as valuable to a great extent.
- E. A majority of the subjects rated small group or committee projects as valuable to a great or very great extent.
- F. Independent study or special investigations was rated by thirty-eight per cent of the subjects as being valuable to a very great extent. Forty-three per cent of the subjects rated it as valuable to a great extent.

FIGURE V-B
VALUE RATING OF PROGRAM EXPERIENCES

Directions:

For Items 26 through 36 you are asked to rate the value of the various phases of your undergraduate or graduate experiences in the College of Education. Rate each item on a 1 to 5 point scale.

1. valuable to a very great extent
2. valuable to a great extent
3. somewhat
4. hardly valuable at all
5. not valuable at all

26. Classroom lectures and discussions

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	7	21	11	2	0
Per Cent of Responses:	17	50	26	5	0

27. Graduate assistantship, fellowship, etc.

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	16	8	3	1	0
Per Cent of Responses:	38	19	7	2	0

28. Guidance and counseling received

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	10	10	11	4	3
Per Cent of Responses:	24	24	26	10	7

29. Internship

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	7	4	2	2	0
Per Cent of Responses:	17	10	5	0	5

30. Informal discussions with faculty members

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	18	14	6	0	1
Per Cent of Responses:	43	33	14	0	2

31. Informal discussions with other students

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	18	20	1	0	0
Per Cent of Responses:	43	48	2	0	0

32. Small group or committee projects

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	7	19	9	1	2
Per Cent of Responses:	17	45	21	2	5

33. Tests and examinations

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	0	9	19	9	3
Per Cent of Responses:	0	21	45	21	7

34. Student teaching

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	2	6	3	3	1
Per Cent of Responses:	5	14	7	7	2

35. Resource speakers

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	5	13	12	3	1
Per Cent of Responses:	12	31	29	7	2

36. Independent study or special investigations such as term papers on topics of my own choosing

Response Scale:	1	2	3	4	5
Number of Responses:	16	18	4	1	0
Per Cent of Responses:	38	43	10	24	0

Category two.--Category two is concerned with the extent to which various categories of courses contributed to the academic growth and development of graduate students. The outstanding items in this category are as follows:

- A. A majority of the subjects identified required courses within the College of Education as valuable to a great or very great extent.

- B. Seventy-one per cent of the subjects cited elected courses as being valuable to a great or very great extent.
- C. Seventy-eight per cent of the subjects identified major courses within the College of Education as being valuable to a great or very great extent.

FIGURE V-C

VALUE RATING OF COURSE CATEGORIES

Directions:

For items 37 through 41 rate the extent to which the following categories of courses contributed to your academic growth and development. Rate each item on a 1 to 5 point scale.

1. to a very great extent
2. to a great extent
3. somewhat
4. hardly at all
5. not at all

37. Required courses within the College of Education

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	10	14	12	4	0
Per Cent of Responses:	24	33	29	10	0

38. Required courses outside the College of Education

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	4	9	11	2	3
Per Cent of Responses:	10	21	26	5	7

39. Courses that I elected

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
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Number of Responses:	9	21	7	0	0
Per Cent of Responses:	21	50	17	0	0
40. Major courses within the College of Education					
Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	14	19	5	0	0
Per Cent of Responses:	33	45	11	0	0
41. Major courses outside the College of Education					
Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	6	10	9	2	2
Per Cent of Responses:	14	24	21	5	5

Category three.--The data in this category reflect an appraisal of the extent graduate course work and other academic program requirements contributed to modification and attainment of selected types of behavior. The outstanding items based on frequency of response are as follows:

- A. The ability to plan, organize, and present ideas was identified by twenty-six per cent of the subjects as contributing to a very great extent. Forty per cent identified this item as valuable to a great extent.
- B. Fifty-seven per cent of the subjects rated the ability to recognize the worth of individuals as contributing to a great or very great extent.

- C. The ability to lead discussions in the classroom was identified by fifty-seven per cent of the subjects as being valuable or very valuable.
- D. The development of a personal philosophy of education was identified by seventy-two per cent of the subjects as contributing to a great or very great extent.
- E. Twenty-nine per cent of the subjects rated the ability to detect and deal with educational problems as valuable to a very great extent. Forty-three per cent of the subjects rated this item as valuable to a great extent.
- F. Sixty-two per cent of the subjects rated the development of poise and self confidence as valuable or very valuable.
- G. The ability to work with others in educational endeavors was identified by seventy-six percent of the subjects as being valuable or very valuable.
- H. Forty-eight per cent of the subjects cited acquaintance with professional literature as the program element valuable to a very great extent. Thirty-six per cent cited this item as valuable to a great extent.
- I. Fifty-five per cent of the subjects rated the use of electronic audio-visual teaching aids as the program element not valuable to a great or a very great extent.
- J. Sixty-two per cent of the subjects identified the use of non-electronic visual teaching aids as not being valuable to a great or very great extent.
- K. Utilization of community resources, human and other was cited by forty-five per cent of the subjects as being hardly helpful or not helpful at all.
- L. The ability to interpret standardized test scores was identified by twenty-four per cent of the subjects as helpful to a very great extent.

FIGURE V-D

 VALUE RATING OF COURSE WORK

Directions:

For items 42 through 63 rate the extent to which your undergraduate or graduate course work and other academic requirements within the College of Education contributed to the following. Rate each item on a 1 to 5 point scale.

1. to a very great extent
2. to a great extent
3. somewhat
4. hardly at all
5. not at all

42. Ability to plan, organize, and present ideas

Response					
Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Number of Responses:	11	17	9	3	0
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Per Cent of Responses:	26	40	21	7	0
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43. Ability to recognize the worth of individuals

Response					
Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Number of Responses:	10	14	10	5	1
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Per Cent of Responses:	24	33	24	12	2
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44. Ability to lead discussions in the classroom

Response					
Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Number of Responses:	5	19	11	4	1
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Per Cent of Responses:	12	45	26	10	2
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45. Development of a personal philosophy of education

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	10	20	7	1	1
Per Cent of Responses:	24	48	17	2	2

46. Ability to detect and deal with educational problems

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	12	18	9	1	0
Per Cent of Responses:	29	43	21	2	0

47. Ability to think creatively

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	4	11	17	7	0
Per Cent of Responses:	10	26	40	17	0

48. Development of aesthetic and cultural interests

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	3	6	13	11	6
Per Cent of Responses:	7	14	31	26	14

49. Acquisition of satisfying social relationships

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	6	14	13	5	3
Per Cent of Responses:	14	33	31	12	7

50. Acquisition of liberal viewpoint concerning social issues

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	3	14	14	5	3
Per Cent of Responses:	7	33	33	12	7

51. Development of poise and self confidence

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	5	21	12	1	1
Per Cent of Responses:	12	50	29	2	2

52. Ability to work with others in educational endeavors

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	10	22	8	0	0
Per Cent of Responses:	24	52	19	0	0

53. Acquaintance with professional literature

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	20	15	4	1	0
Per Cent of Responses:	48	36	10	2	0

FIGURE V-D--Continued

54. Development of knowledge and skills in a variety of teaching methods

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	6	10	17	6	1
Per Cent of Responses:	14	24	40	14	2

55. Ability to develop rapport with students

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	7	8	13	8	2
Per Cent of Responses:	17	19	31	19	5

56. Ability to understand and relate positively to students and teachers of a different cultural or racial background

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	4	13	11	10	1
Per Cent of Responses:	10	31	26	24	2

FIGURE V-D--Continued

57. Ability to work effectively in an educational situation that is not ideal

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	3	9	19	6	1
Per Cent of Responses:	7	21	45	14	2

58. Effective use of electronic audio-visual teaching aids (overhead projector, movie projector, record players, etc.)

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	1	5	10	11	12
Per Cent of Responses:	2	12	24	26	29

59. Effective use of non-electronic visual teaching aids (charts, graphs, bulletin boards, maps, globes, etc.)

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	1	4	9	16	10
Per Cent of Responses:	2	10	21	38	24

FIGURE V-D--Continued

60. Utilization of community resources, human and other (business and industry, government agencies, museums and parks, etc.)

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	3	3	14	13	6
Per Cent of Responses:	7	7	33	31	14

61. Ability to advise and counsel with students on an individual basis

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	8	11	11	6	2
Per Cent of Responses:	19	26	26	14	5

62. Ability to interpret standardized test scores

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	10	9	15	6	0
Per Cent of Responses:	24	21	36	14	0

63. Ability to work with bright, average, and slow students

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	3	11	17	4	4
Per Cent of Responses:	7	26	40	10	10

Category four.--The data in this category reflect the extent to which selected qualities of teachers contributed to the personal growth and development of graduate students. The outstanding factors based on frequency are as follows:

- A. Fifty-seven per cent of the subjects rated the ability to relate to students as contributing to a great or very great extent.
- B. Fifty-five per cent of the subjects identified flexibility in working with individual students as contributing to a great or very great extent.
- C. Knowledge of the area being taught was identified by twenty-six per cent of the subjects as valuable to a very great extent. Fifty per cent rated it as valuable to a great extent.
- D. Fifty per cent of the subjects rated the ability to relate theory to practice as valuable to a great or very great extent.
- E. Sixty-nine per cent of the subjects rated the permitting of students to plan and pursue areas of interest as contributing to a great or very great extent.

FIGURE V-E

 VALUE RATING OF QUALITIES OF TEACHERS

Directions:

Items 64 through 68 list some qualities of teachers. The purpose of the rating scale is to identify the extent that these qualities contributed to your personal growth and development. Rate each item on the 5 point scale below.

1. to a very great extent
2. to a great extent
3. somewhat
4. hardly at all
5. not at all

64. Ability to relate to students

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	11	13	13	1	0
Per Cent of Responses:	26	31	31	2	0

65. Flexible in working with individual students

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	10	13	14	1	0
Per Cent of Responses:	24	31	33	2	0

66. Knowledge of area being taught

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	11	21	5	0	1
Per Cent of Responses:	26	50	12	0	2

67. Ability to relate theory to practice

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	10	11	14	3	0
Per Cent of Responses:	24	26	33	7	0

68. Permit students to plan and pursue areas of interest

Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	15	14	7	2	0
Per Cent of Responses:	36	33	17	48	0

Category five.--The data in this category reflect the rating of selected factors which may have influenced students in determining which college or university to attend. The outstanding items based on frequency are as follows:

- A. Forty per cent of the subjects rated convenience or accessibility of the university as influencing their decision to a very great extent. Nineteen per cent gave this item a rating of two (to a great extent).
- B. Fifty per cent of the subjects rated the general standing of the university and its reputation for high scholarship as influencing their decision to attend the university to a great or a very great extent.
- C. Sixty-four per cent of the subjects cited varsity athletics and/or social opportunities as influencing their decision to attend the university least by giving it a rating of five (not at all).

- D. Fifty-seven per cent identified the relative ease with which the requirements of the degree could be met as not influencing their decision at all.
- E. The reputation of the university for placing graduates in good positions was given a rating of five (not at all) by forty-five per cent of the subjects.
- F. The relatively low tuition of the university was rated by thirty-six per cent of the subjects as not influencing their decision for attendance at all.

FIGURE V-F
VALUE RATING OF FACTORS DETERMINING
COLLEGE CHOICE

Directions:

Items 69 through 77 list some factors which may have influenced you in determining the college of your choice. The purpose of the rating is to identify the degree of each item's influence on your choosing to attend The University of Alabama. Rate each item on the 5 point scale below:

1. to a very great extent
2. to a great extent
3. somewhat
4. hardly at all
5. not at all

69. Convenience or accessability of the University

Response					
Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Number of					
Responses:	17	8	6	2	5

Per Cent of					
Responses:	40	19	14	5	12

70. General standing of the University and its reputation for high scholarship

Response					
Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Number of					
Responses:	7	14	13	3	1

Per Cent of					
Responses:	17	33	31	7	2

71. Reputation of the faculty or some faculty member, or some staff member					
Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	8	9	8	4	9
Per Cent of Responses:	19	21	19	10	21
72. Influence of friends and/or relatives					
Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	1	6	11	6	14
Per Cent of Responses:	2	14	26	14	33
73. Varsity athletics and/or social opportunities (football, basketball, baseball, golf, etc.)					
Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	2	3	2	4	27
Per Cent of Responses:	5	7	5	10	64
74. Relative ease with which the requirements of the degree could be met					
Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	1	4	6	3	24
Per Cent of Responses:	2	10	14	7	57
75. Reputation of the University for placing graduates in good positions					
Response Scale:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Number of Responses:	7	11	3	1	14

Per Cent of
Responses: 2 10 21 12 45

76. Scholarship, fellowship, assistantship, or other financial assistance

Response
Scale: 1 2 3 4 5

Number of
Responses: 7 11 3 1 14

Per Cent of
Responses: 17 26 7 2 33

77. Relatively low tuition

Response
Scale: 1 2 3 4 5

Number of
Responses: 0 5 12 5 15

Per Cent of
Responses: 0 12 29 12 36

78. If you marked Secondary Education in Item 8 what was your area of specialization?

a. Business Education

Response: Number 0
Per Cent 0

b. Home Economics

Response: Number 0
Per Cent 0

c. Mathematics

Response: Number 0
Per Cent 0

d. Science

Response: Number 0
Per Cent 0

e. None of these (additional alternatives are in item 79, below)

Response: Number 3
Per Cent 7

79. Additional alternatives for Item 78 (above) of Secondary Education Majors:

a. English and Speech

Response: Number 0
Per Cent 0

b. Social Studies

Response: Number 2
Per Cent 5

c. Distributive Education

Response: Number 0
Per Cent 0

d. Foreign Language

Response: Number 1
Per Cent 2

e. Art and Music

Response: Number 0
Per Cent 0

General Summary

In the preceding part of this section, the data obtained by means of the execution of the program evaluation questionnaire were reviewed. This review was accomplished through an analysis of each catagorical set of questionnaire items. As a result, an in depth view of the data was realized.

It is also beneficial to view this data from a broader perspective. Thus, an overview of the entire data spectrum is presented. This is done by identifying the overall outstanding items in each of the categories and the overall

outstanding items from all categories considered collectively as a single consolidated data pool. In the presentation of each category, the order of item appearance indicates the rating frequency each item received. The items being arranged from greatest to least in terms of frequency of selection.

In the first category (appraisal of the value of various program experiences) items twenty-nine (internship), thirty-four (student teaching), and twenty-seven (graduate assistantship, fellowship, etc.) received the greatest quantity of number one ratings (valuable to a very great extent). The items receiving the greatest amount of number five ratings (not valuable at all) were twenty-eight (guidance and counseling received) and thirty-three (tests and examinations).

In the second category (contributions of various categories of courses to academic growth and development) items number thirty-eight (required courses outside the College of Education) and forty-one (major courses outside the College of Education) received the number one rating (valuable to a very great extent) the most frequently. Items thirty-eight and forty-one also received the largest frequency count on the number five rating alternative (not at all).

Category three (effect of course work on attainment of selected behaviors) ranked items fifty-five (ability to

develop rapport with students), fifty-seven (ability to work effectively in an educational situation that is not ideal), and sixty-one (ability to advise and counsel with students on an individual basis) as the items receiving the greatest number of rating alternative one (to a very great extent). Items fifty-eight (effective use of electronic audio-visual teaching aids [overhead projector, movie projector, record players, etc.]), fifty-nine (effective use of non-electronic visual teaching aids [charts, graphs, bulletin boards, maps, globes, etc.]), forty-eight (development of aesthetic and cultural interests), and sixty (utilization of community resources, human and other [business and industry, government agencies, museums and parks, etc.]) received the greatest frequency count of the number five alternative (not at all).

In the fourth category (contribution of selected qualities of teachers on growth and development of graduate students) item number sixty-eight (permit students to plan and pursue areas of interest) received the greatest amount of number one ratings (to a very great extent). There were no number five ratings (not at all) recorded in this category.

In category five (factors influencing the decision to attend a particular college or university) items seventy-six (scholarship, fellowship, assistantship, or other financial assistance) and seventy-nine (relatively

low tuition) were identified as having received the largest frequency count on rating scale number one (to a very great extent). The items receiving the greatest frequency count on number five (not at all) were items seventy-three (varsity athletics and/or social opportunities [football, basketball, baseball, golf, etc., sororities and/or fraternities]), seventy-four (relative ease with which the requirements of the degree could be met), and seventy-five (reputation of the university for placing graduates in good positions).

Out of all of the items in the five categories under consideration, items number twenty-nine (internship) and thirty-four (student teaching) each obtained frequency counts of twenty-seven on rating scale number one (to a very great extent). This represents the two items receiving the highest positive rating. The two items receiving the greatest frequency count on rating scale alternative number five (not at all) were items seventy-three (varsity athletics and/or social opportunities [football, basketball, baseball, golf, etc., sororities and/or fraternities]), and seventy-four (relative ease with which the requirements of the degree could be met). These items received a frequency count of twenty-seven each.

Section IV

The data presented in this section was drawn from personal interviews conducted by the writer with practicing educational administrators in the state of Alabama. All participants had been granted a doctorate in educational administration by the College of Education at the University of Alabama. In addition, an effort was made in choosing participants to assure that a comprehensive representation of graduates was realized. This was done through a selection criteria based on geographical location, graduation date, and agency affiliation, that is, local education agencies, the state educational agency, and higher education. The geographical representation ranged from the Tennessee Vally in North Alabama (Athens and Decatur) to the Gulf Coast (Mobile). Chronological variance was accomplished by selecting individuals who had graduated as early as 1962 and as late as 1971. A wide variety of positions within educational agencies was drawn upon for participants; among them were superintendents and assistant and associate superintendents from city, county, and consolidated local education agencies. Department heads, Deans, and central staff administrators in colleges and universities, administrators within the state educational agency, and administrators occupying positions in professional educational organizations were also included in the sample population.

Each respondent was asked to react to the following four questions:

1. What do you perceive as the major strengths and weaknesses of the administrative training program at the University of Alabama?
2. What components of the program were the most and least helpful?
3. What recommendations would you make for program improvement?
4. How could the program be made more responsive to the educational needs of Alabama?

The reactions to these questions are grouped into four divisions based on the question with which the response is affiliated. The reactions are also arranged chronologically from earliest to latest graduation date and each cluster of single spaced statements represents one respondent. Usually there were fourteen response clusters representing the fourteen respondents. However, in some instances less than fourteen response clusters appear. This was due to some of the subjects electing to refrain from making a response to that particular question. For reasons of assuring the participants anonymity, graduation dates do not accompany the response cluster of each participant.

An indication of the response trend is provided by identifying the descriptive statements appearing most frequently in responding to each question.

RESULTS OF INTERVIEW

I. What do you perceive as the major strengths and weaknesses of the administrative training program at the University of Alabama?

Strengths

- A --- Attitude of faculty toward graduate students in administration
--- Freedom afforded graduate students in working out schedules, time tables, courses and assignment
--- Attention given to individual differences and needs of those in the program
--- Professional preparation of the faculty
--- Professional behavior of the faculty
--- Administrative experience of the faculty teaching the courses
--- Assistance by the librarian in College of Education Library
- B --- Field experience of professors aided in solving routine types of problems and procedures
- C --- Position as a research assistant
--- Social, cultural, philosophical and psychological aspects of education
--- Attendance at professional meetings
- D --- Competency of professors
--- Ability of professors to work with students
- E --- Opportunity to work with professors on research projects.
--- Considerable latitude allowed in selection of research topics
--- Competent staff members who had served as school administrators
- F --- Interest and support of instructors
--- Aid of advisory committee concerning works to be taken
--- Library and research facilities
--- Broad base of courses in the program
--- The wide range of contacts made with local school systems
- G --- Guidance provided by major advisor
--- Assistance from placement office
--- Assistance received from College of Education librarian in researching the dissertation

- H --- Contact with fellow graduate students
- Responsiveness of the College of Education to the educational needs of Alabama
- Interest of the faculty in meeting educational needs
- Relationship with public school systems

- I --- Involvement with the practical aspects of the administrative process
- Informal atmosphere between students and faculty--aided in reducing threat
- Professional expertise and competency of the faculty
- Consistant availability of professors

- J --- Professors' proficiency in their fields
- Good rapport between professional staff and students

- K --- Competent professors with dedicated interest in the program
- Good library facilities

- L --- Basic courses were excellent

- M --- The use of administrative models
- Opportunity of specialization through course selection

- N --- Broad exposures to educational agencies on a national scale

Weaknesses

- A --- Little contact with public school administrative personnel and/or with their situations in relating theory and practice
- Most administration courses too "nuts and bolts" oriented and not enough theoretical; most courses well taught but not really up to date
- Overall very little assistance given to graduate students through placement office regarding the job situation
- Students sometimes were caught in petty squabbles between and among other departments in the College of Education
- Lack of attention to the overall development of graduate students by faculty. Some students were in great need of assistance with English, particularly in speech patterns; other students needed assistance in being more tactful and diplomatic in relations with others

- Lack of preparation in dealing with problems of integration
- Lack of use of conceptual models and appraisal of leader in problem solving
- B --- Lack of national flavor and contact with leaders in the profession
- No organized inservice program
- C --- Type of work assignments for doctoral fellowship
- Practitioner courses in administration
- Some curriculum components
- D --- Lack of training in higher education courses
- Not enough evaluation preparation
- E --- Poor classroom instruction
- Inadequate provisions for relating formal training to actual practice in schools
- Lack of school law courses
- Lack of training in accounting for educational finance
- Lack of finance management courses
- Lack of supervision for courses taken outside of the College of Education
- F --- Lack of practical experiences in general administrative problems
- Not enough contact with total advisory committee
- G --- Lack of staff and financing for the College of Education to become totally and consistently involved with the public school systems through-out the state
- H --- The requirement of taking courses outside of the College of Education
- Lack of courses outside of education that are oriented toward education
- Experiences not related to future use in job execution
- I --- Lack of course presentation diversity--too much lecture
- Lack of field courses and seminars
- Too much infighting among faculty
- Lack of systematic guidance by committees
- J --- Lack of supervision for outside courses
- Lack of planning for overall objectives and the program

- K --- Lack of sufficient help in finding a position after graduation
- Lack of working space for graduate students
- Lack of involvement in the field
- Lack of orientation into doctoral program
- Lack of higher education courses

- L --- Lack of practical experience involving day to day procedures

- M --- Failure to examine real administrative problems in the classroom
- Lack of relevance to issues at hand
- Students not being made aware of outside forces influencing various situations
- Lack of adequate supervision in selecting outside courses

- N --- Assistantship too small to attract top prospects
- Curriculum too rigid in College of Education
- Lack of adequate time spent by professors with students

II. What components of the program were the most and least helpful?

Most Helpful

- A --- Particular faculty members
- Attitude of faculty
- Attention to individuals and their differences
- Degree to which professors practiced what they preached in their classes
- Courses taken outside the College of Education
- Field work

- B --- Courses taken outside College of Education
- Field work

- C --- Field research work
- Dissertation
- Independent study and readings
- Flexibility in determining own program

- D --- Comprehensiveness of programs
- Access to College of Education Library

- E --- Comprehensive exams due to preparation process learned

- F --- Use of research
 - Course work
 - Individual counseling with advisor
- G --- The balance and relationship of courses
 - Interest professors took in insuring the full development of students
 - Field work
 - Flexibility of the program in meeting individual needs of students
- H --- Field work
- I --- Course work due to its organization
- J --- Training in financial aspects of education
- K --- Comprehensive exams due to preparation process learned
 - Dissertation
- L --- Internship participation

Least helpful

- A --- Lack of seminars
 - Lack of resource persons for classes
 - Lack of contact with public school administrators
 - Core courses, that is, guidance and counseling, curriculum, and educational psychology
- B --- Some of the methods courses
- C --- Too much irrelevant course work
 - Lack of emphasis on research, planning and programming
 - Lack of emphasis on theoretical and research aspects of modern management
 - Lack of emphasis on program development, innovations, grantsmanship, and politics
- D --- None
- E --- Scheduled classwork
- F --- Comprehensive exam
- G --- Courses taken outside College of Education
 - Negative attitude of professors teaching courses outside the College of Education
- H --- None

- I --- Weakness of library due to lack of current materials
- Lack of multi-media facilities
- J --- Lack of research and statistics courses
- K --- None
- L --- Lack of an internship program
- M --- Lack of coordination between program and internship experiences
- Lack of sufficient pay for interns

III. What recommendations would you make for program improvement?

- A --- Course work more philosophical and theoretical and away from "nuts and bolts"
- Internships in different areas of state as well as in outstanding systems in other states.
- Internships should be in different areas of administration (finance, student and faculty personnel, local school, curriculum and instruction). Coursework should be theoretical and lab experiences deal with "nuts and bolts"
- Resource persons brought to campus for inclass and out-of-class contact with graduate students
- More seminar type courses
- Closer coordination between public school administration program and students, and higher education administration program and students
- Better relations between and among other departments in College of Education and administration department so students will not get caught in middle
- Better placement services--dissemination of information
- Incorporate an internship program into the curriculum
- Develop and use leadership models
- Define the roles of the state educational agency, service agencies, and regulatory units
- B --- Greater participation of faculty in meeting educational needs in the state
- Eliminate comprehensive exams
- Devote more time and attention to students
- A well developed recruitment program for acquiring new students
- Incorporate an internship program

- C --- Emphasize research
 - Incorporate an internship program
 - Emphasize theory and theoretical constructs
 - Emphasize program development and implementation
 - Emphasize social--cultural--economic--and political context in which public education must exist
 - Emphasize leadership and statesmanship traits, skills and characteristics
 - Emphasize human relations training and communications
 - Emphasize multi-cultural aspects of education
- D --- More emphasis on higher education curriculum
 - Greater participation of practicing school administrators in the program
 - Incorporate an internship program
- E --- Use the comprehensive exams as a counseling tool
 - Greater contact with local school systems
 - Involve other disciplines and colleges in the program
- F --- Better organization to utilize the present staff in a more purposeful and scheduled manner
 - Provide more staff members and better facilities for these staff members to work with graduate students
- G --- Establish a positive dynamic student related employment service
 - Increase involvement with life like situations
- H --- Establish a human relations course and make it mandatory
- I --- Better choice of outside courses
 - Explanation of the purpose and function of the dissertation
- J --- Add courses in public relations, accountability, program planning, and building and personnel security
- K --- None
- L --- Define types of experiences and time of involvement in internships
 - Definite financial agreement for interns
 - Need courses in school law and computer operations

IV. How could the program be made more responsive to the educational needs of Alabama?

- A --- Active recruitment from schools and school systems of promising students for administrative intern program
- Visit colleges awarding M.A. degrees to talk with students about doctoral program
 - Secure from school systems anticipated needs over next three to five years and work out agreements with them to assist in filling their needs with top level people
 - Secure from colleges anticipated needs for administration and develop programs accordingly
 - Establish junior college administration program
 - Work with College of Business in joint courses and programs and thereby expand scope of administration program to include agencies and businesses other than public schools for graduates
 - Work out exchange program with another school in another section of the U.S.
 - Screen and select ten persons in school positions in the State, give bibliography to them, have them acquire and read books, turn in critical analysis, come to campus for two day session twice each semester. First two day session could be devoted to seminar, position papers, critical incidents (those they encountered in their job or in the system), evaluation and direction for remainder of the semester. At the second and final two day session for the semester, a paper, written by the student prior to arrival on campus, could be presented and discussed. The student could respond in writing to three or four essay topics, calling upon the information from the books he had read. Such a program would select intelligent, perceptive, capable students with leadership potential for the administration program. It would be advantageous to develop a program whereby a student (educational leader) could complete all work for the doctorate except dissertation and one summer/fall semester on campus. With only ten students with whom to work the administration faculty could push, prod, assist in the development of top level educational leaders for the State of Alabama
 - Survey should be made to determine educational needs and the results implemented

- B --- Increase personal contact between staff and practicing administrators
- C --- Identify on a continuous planned basis, the problems, needs, and projections through development and use of survey instruments
 - Recognize the changing conditions brought about by desegregation. Produce those administrators who can provide positive leadership in this context.
 - Assume, as a College, a leadership position with the public, media, etc.
 - Coordinate programs to a greater degree with other colleges and universities
 - Develop a strong commitment to the service aspects of a college
 - Emphasize evaluation courses
- D --- Provide greater field services to local education agencies
 - Provide a structure to insure that staff members at the university are aware of educational problems
 - Determine program content by educational needs of Alabama
 - Provide an incentive to get practicing administrators to return to the university
- E --- Increase contact between staff and field administrators
- F --- Develop programs based on day-to-day needs of the different LEA's
- G --- Involve aspiring administrators in the on-going process in the state educational agency and the office of education
- H --- Greater service provisions made available to local education agencies
 - Develop and use surveys for determining state educational needs and implement the results
 - Provide for systematic input from practicing superintendents
- I --- Develop dissertation topics from educational needs existing within the state
 - Call graduates back for new courses and exposure to new practices
- J --- None
- K --- None

L --- Make university services available to systems who lack resources to pay for them - they need them the most

General Summary

The responses to each of the four questions used in the personal interviews varied considerably. However, there were elements identified in each of the four sets of question responses that were identical or similar in intent. These items have been identified and tabulated in order that some idea of the outstanding program features, both desirable and undesirable, or absence of program features can be determined. This tabulation is not intended as an interpretation of the data but as an aid to the reader in critiquing the program.

The first question (what do you perceive as the major strengths and weaknesses of the administrative training program at the University of Alabama?) contained two response areas. In the first area, strengths of the program, the faculty was identified as the most outstanding program strength. Library services was identified as the second major strength and the academic freedom present in the program as the third most frequently cited strength.

The weaknesses of the program identified varied greatly. The lack of a particular course or courses was the program weakness cited most frequently. Inadequate field work was determined as the second most frequently

identified program weakness with a lack of sufficient time being spent with students by the faculty rated as third. Each of these faults varied by a frequency count of only one.

The second question (what components of the program were the most and least helpful?) also had two response areas. The area containing the most helpful components of the program identified field work as the most valuable component on the basis of frequency. The faculty was identified as the second most helpful component.

The least helpful components of the program were few in number compared to the response count in the other areas. Only one component could be identified by the writer as the least helpful; this was the course work required.

Question three, (what recommendations would you make for program improvement?) contained only one area of response. In this area the recommendation most frequently made was that of incorporating an internship program into the curriculum. The introduction of more theory into administrative course work was the second most frequently made recommendation.

The last question (how could the program be made more responsive to the educational needs of Alabama?) also contained only one response area. The suggestion made most frequently in this area was that of accurately determining

what the educational needs of Alabama actually are. Making program changes and implementing new programs was identified as the suggestion occurring second most frequently.

The single response that was the most outstanding on the basis of frequency of occurrence was the identification of the faculty as the greatest strength of the total program. This was concluded due to the frequency of this response being more than three times that of any other response made, either pro or con.

The fact that the area identifying the least helpful elements of the program contained the fewest entries seems to indicate that a relatively large portion of the administrative training program is relevant and responsive to meeting the needs of school administration students.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to develop and implement an effective methodology for gathering and formatting data to serve as a basis for analysis and improvement of the educational administration training program in the College of Education at The University of Alabama. From this directive, a review of the literature and research related to analytical procedure was undertaken to provide a framework for organizing and conducting this study. The study was conducted in three phases. Phase I was concerned with determining the information needs for conducting an appraisal of the educational administration training program. Phase II dealt with the development and application of three data seeking instruments. Phase III resulted in a formatting of the data obtained to provide a basis for change.

The first step in Phase I was determining the desired extent of analysis and the sources to be used for drawing information about the program. Next, two survey type questionnaires were developed by the faculty, staff, and

graduate students of the College of Education. These two instruments plus a personal interview guide were the tools used to collect the information requirements of this study. Next, the two questionnaires and the personal interview guide were applied to the appropriate sources for data extraction.

For presenting this data, four formats were developed. The designs consisted of tables for comprehensive data presentation, summary tables, tables for identification of significant trends, and frequency distribution curves. These formats provide an opportunity for multiple data comparisons and in-depth analysis for determining needed curricular alterations.

Finally, the conclusions and recommendations of the findings were formulated. While the study was conducted for the College of Education at The University of Alabama, its procedures may be modified for studies at other Colleges of Education or examination of an entire institution of higher education.

Conclusions

On the basis of this study the following conclusions were drawn:

1. This study has presented and applied an appraisal process for examination of academic training programs. This process is suitable for use in training programs and colleges other than the ones examined in this study.

2. This appraisal approach is an effective method for examining a particular curriculum of a college such as the administrative training program, because it permits examination of each program component and its relationship in terms of effectiveness and usefulness to each other program component within the curriculum. This methodology should be extended to analysis of all college programs.

3. On the basis of the data collected about the administrative training program within the College of Education, it was clear that the participants of the program had various perceptions as to purposes, functions, effectiveness and quality of the program.

4. The general consensus of the personnel evaluation portion of the study indicated a degree of competence in position execution significantly greater for educational administration graduates from the College of Education at The University of Alabama as compared with graduates of other institutions who have approximately equal experience and academic training.

5. This type of appraisal is useful to any institution because it promotes accurate and effective short- and long-range planning by providing a comprehensive and relevant data base from which to work.

6. The work completed to date is not a final examination of the administrative training program. It should be but one step in a continuing evaluation process

designed to provide constant feedback to the various components that comprise the total program.

Recommendations

The following recommendations are made for continued study:

1. More research should be undertaken in the field of personnel evaluation. This would perhaps lead to more meaningful data being obtained and thus more accurate conclusions being drawn.

2. The system presented should be modified and changed to serve the needs of the institution as new processes, techniques, and methodologies are made available.

3. A more adequate means of identification and location of former students must be devised.

4. This is the first time that an area of the College of Education has undergone an appraisal of this depth, magnitude, and intensity. Plans for an appraisal of this nature and extensiveness should be scheduled on a reoccurring cyclic basis.

5. If recommendation four is accepted, plans should be devised for implementing other appraisal processes for the interim period to allow continuous feedback to occur.

6. A permanent office should be created within the College of Education to coordinate, analyze, and distribute evaluation-derived data.

APPENDICES

APPENDIX A

DIRECTIONS:

Respond to the questionnaire only as it relates to your UNDERGRADUATE EXPERIENCES--

IF--you have completed LESS than a MASTER'S degree, even if you have completed some graduate work beyond the bachelor level.

Respond to the questionnaire only as it relates to your GRADUATE EXPERIENCES--

IF--you have completed a MASTER'S or HIGHER degree at the College of Education, University of Alabama.

You may omit any item that does not apply to you. Read each question carefully and decide which one of the answers is best. Notice the letter of the alphabet to which your choice corresponds. Then on the answer sheet, make a heavy black mark through the letter for that item. In marking your answers always be sure that you are responding to the question on the answer sheet that is the same as the question number on the questionnaire. Erase completely any answer you wish to change, and be careful not to make stray marks of any kind on the answer sheet.

- | | |
|---|---|
| <p>1. On the basis of the directions given above I will evaluate only my:</p> <p style="margin-left: 40px;">a. Undergraduate program</p> <p style="margin-left: 40px;">b. Graduate program</p> <p>2. My sex is:</p> <p style="margin-left: 40px;">a. male</p> <p style="margin-left: 40px;">b. female</p> | <p>3. My marital status when I received my last degree from The University of Alabama was:</p> <p style="margin-left: 40px;">a. Single</p> <p style="margin-left: 40px;">b. Married</p> <p style="margin-left: 40px;">c. Divorced</p> <p style="margin-left: 40px;">d. Widow</p> <p style="margin-left: 40px;">e. Widower</p> |
|---|---|

4. My age when I received my last degree from The University of Alabama was:
- 20-24
 - 25-29
 - 30-34
 - 35-39
 - 40 or older
5. My last degree earned at The University of Alabama was the:
- Bachelor
 - Master's
 - AA Certificate
 - Ed.S.
 - Doctorate
6. My previous college experience just prior to entering The University of Alabama was:
- at a vocational, technical or junior college
 - at an extension center
 - at a four year college
 - none; I began my college career at The University of Alabama
7. I am presently working toward a:
- Master's degree
 - AA Certificate
 - Ed.S. degree
 - Doctoral degree
 - no graduate degree
8. My major area of study was (your major area of study may be found in this item or in item 9 or 10);
- Elementary Education
 - Secondary Education
 - Library Education
 - Fine Arts Education (Art Education or Music Education)
 - None of these
9. My major area of study was:
- Health, Physical Education and Recreation
 - Special Education
 - Vocational or Industrial Arts Education
 - Counseling and Guidance
 - None of these
10. My major area of study was:
- History and Philosophy and Sociology of Education
 - Higher Education
 - Educational Psychology
 - Administration, Supervision and Development
 - None of these
11. I am:
- teaching in Alabama
 - teaching outside Alabama
 - working in education in Alabama but not teaching
 - working in education outside Alabama but not teaching
 - not working in education (you may

- omit questions that apply only to persons who are working in education e.g. Item 14)
12. I am:
 - a. working in education
 - b. working in business or industry
 - c. self employed
 - d. working in the military or government
 - e. a housewife or other
 13. If in education, at what level are you working:
 - a. Pre-school or elementary (K-6)
 - b. Secondary (7-12)
 - c. Junior college, vocational or technical
 - d. College or university
 - e. Other
 14. I am in:
 - a. public school
 - b. private school--non religious
 - c. private school--religious
 - d. other type of school
 - e. education but not in a school
 15. I am:
 - a. a teacher
 - b. a counselor
 - c. a supervisor or administrator
 - d. office personnel
 - e. in another educational position
 16. My salary during the past school year was:
 - a. less than \$5,999
 - b. \$6,000 to 7,999
 - c. \$8,000 to 9,999
 - d. \$10,000 to 11,999
 - e. none of these (additional alternatives below)
 17. My salary during the past school year was:
 - a. \$12,000 to \$13,999
 - b. \$14,000 to \$15,999
 - c. \$16,000 to \$17,999
 - d. \$18,000 to \$19,999
 - e. \$20,000 or above
 18. The above salary is for a contract period of:
 - a. 9 months
 - b. 10 months
 - c. 11 months
 - d. 12 months
 - e. other
 19. In my situation a Master's degree meant or will mean an increase in salary of:
 - a. no increase
 - b. \$499 or less
 - c. \$500 to \$699
 - d. \$700 or more
 - e. do not know
 20. In my situation an AA certificate or an Ed.S. Degree would mean an increase in salary over the Master's degree salary level of:
 - a. no increase

- b. \$299 or less
 c. \$300 to 499
 d. \$500 or more
 e. do not know
21. If I left the State of Alabama to work, or plan to, which item below best indicates the reason?
- a. Better financial opportunities
 b. Better professional opportunities
 c. Failure to find a desirable position in Alabama
 d. Other reasons
 e. No plans to leave Alabama
22. At what level in my undergraduate work do I think student teaching would have been most helpful?
- a. During my sophomore year
 b. During my junior year
 c. During my senior year
 d. Was not helpful at any level
 e. Have no opinion
23. To what extent do I feel that some experience in classroom management, prior to student teaching would have been helpful?
- a. To a very great extent
 b. To a great extent
 c. Somewhat
 d. Hardly at all
 e. Not at all
24. While attending the University what experiences other than classroom proved most helpful to me?
- a. Part-time employment
 b. Fraternity and sorority organizations
 c. Student activities
 d. Dormitory life
 e. Other
25. As I compare my education received in college with that of my colleagues from other institutions, I appear to be:
1. much better prepared
 2. somewhat better prepared
 3. about equally prepared
 4. somewhat less prepared
 5. much less prepared
- Directions:
- For items 26 through 36 you are asked to rate the value of the various phases of your undergraduate or graduate experiences in the College of Education. Rate each item on a 1 to 5 point scale.
1. valuable to a very great extent
 2. valuable to a great extent

- | | |
|---|--|
| 3. somewhat | 42. Ability to plan, organize, and present ideas |
| 4. hardly valuable at all | 43. Ability to recognize the worth of individuals |
| 5. not valuable at all | 44. Ability to lead discussions in the classroom |
| 26. Classroom lectures and discussions | 45. Development of a personal philosophy of education |
| 27. Graduate assistantship fellowship, etc. | 46. Ability to detect and deal with educational problems |
| 28. Guidance and counseling received | 47. Ability to think creatively |
| 29. Internship | 48. Development of aesthetic and cultural interests |
| 30. Informal discussions with faculty members | 49. Acquisition of satisfying social relationships |
| 31. Informal discussions with other students | 50. Acquisition of liberal viewpoints concerning social issues |
| 32. Small group or committee projects | 51. Development of poise and self confidence |
| 33. Tests and examinations | 52. Ability to work with others in educational endeavors |
| 34. Student teaching | 53. Acquaintance with professional literature |
| 35. Resource speakers | 54. Development of knowledge and skills in a variety of teaching methods |
| 36. Independent study or special investigations such as term papers on topics of my own choosing. | 55. Ability to develop rapport with students |

Directions:

For items 37 through 41 rate the extent to which the following categories of courses contributed to your academic growth and development. Rate each item on a 1 to 5 scale.

1. to a very great extent
2. to a great extent
3. somewhat
4. hardly at all
5. not at all

56. Ability to understand and relate positively to students and teachers of a different cultural or racial background
57. Ability to work effectively in an educational situation that is not ideal
58. Effective use of electronic audio-visual teaching aids (overhead projector, movie projector, record players, etc.)
59. Effective use of non-electronic visual teaching aids (charts, graphs, bulletin boards, maps, globes, etc.)
60. Utilization of community resources, human and other (business and industry, government agencies, museums and parks, etc.)
61. Ability to advise and counsel with students on an individual basis
62. Ability to interpret standardized test scores
63. Ability to work with bright, average, and slow students
- Rate each item on the 5 point scale below.
1. to a very great extent
 2. to a great extent
 3. somewhat
 4. hardly at all
 5. not at all
64. Ability to relate to students
65. Flexible in working with individual students
66. Knowledge of area being taught
67. Ability to relate theory to practice
68. Permit students to plan and pursue areas of interest

Directions:

Items 69 through 77 list some factors which may have influenced you in determining the college of your choice. The purpose of the rating is to identify the degree of each item's influence on your choosing to attend The University of Alabama. Rate each item on the 5 point scale below:

1. to a very great extent
2. to a great extent
3. somewhat
4. hardly at all
5. not at all

Directions:

Items 64 through 68 list some qualities of teachers. The purpose of the rating scale is to identify the extent that these qualities contributed to your personal growth and development.

69. Convenience or accessibility of the University

70. General standing of the University and its reputation for high scholarship
71. Reputation of the faculty or some faculty member, or some staff member
72. Influence of friends and/or relatives
73. Varsity athletics and/or social opportunities (football, basketball, baseball, golf, etc., sororities and/or fraternities)
74. Relative ease with which the requirements of the degree could be met
75. Reputation of the University for placing graduates in good positions
76. Scholarship, fellowship, assistantship or other financial assistance
77. Relatively low tuition
78. If you marked Secondary Education in Item I what was your area of specialization?
- a. Business Education
 - b. Home Economics
 - c. Mathematics
 - d. Science
 - e. None of these (additional alternatives are in Item 79, below)
79. Additional alternatives for Item 78 (above) of Secondary Education Majors:
- a. English and Speech
 - b. Social Studies
 - c. Foreign Language
 - d. Distributive Education
 - e. Art and Music

Please write, on the attached sheet, any further constructive comments as to your evaluation of the College of Education. Please do not hesitate to be critical; this could be the most valuable item on the questionnaire.

APPENDIX B

YOUR NON-TEACHING PERSONNEL ONLY PRINCIPALS,
VICE-PRINCIPALS, SUPERVISORS,
PROFESSIONAL STAFF, ETC.

Directions: Evaluate, as a group, the personnel on your staff as specified above who have graduated from the College of Education at The University of Alabama with a Master's or a higher degree in the last five years (1967-1971).

You may omit any item that does not apply to either your situation or the group you are evaluating. Read each question carefully and decide which one of the answers is best. Notice the letter of the alphabet to which your choice corresponds. Then on the answer sheet, make a heavy black mark through the letter for that item. In marking your answer always be sure that you are responding to the question on the answer sheet that is the same as the question number on the questionnaire. Erase completely any answer you wish to change, and be careful not to make stray marks of any kind on the answer sheet.

1. On the basis of the directions given above, I will evaluate:
 - a. No one (if this is your answer, you have completed the form. Please mail back immediately)

- b. 1-2 persons
 - c. 3-5 persons
 - d. 6-8 persons
 - e. 9 or more persons
2. Indicate the average number of years of observation for the group you are evaluating:
- a. 1/2 year
 - b. 1 year
 - c. 2 years
 - d. 3 years
 - e. 4 years

Directions: For items 3 through 25 you are to rate the extent persons you are evaluating have demonstrated the ability in each item as compared with graduates from other institutions with comparable training and experience. Rate the group on each item using a 1 to 5 point scale.

- 1. Much more competent
 - 2. More competent
 - 3. Equally competent
 - 4. Less competent
 - 5. Much less competent
- 3. Communicates effectively - oral and written
 - 4. Seeks to maintain a close working relationship with colleagues
 - 5. Knows and fulfills statutory, legal, and policy responsibilities
 - 6. Understands and utilizes modern long-range planning techniques
 - 7. Properly utilizes faculty and/or administrators in planning operations and decision making
 - 8. Effectively implements recommendations
 - 9. Keeps up with trends and research findings
 - 10. Provides atmosphere which encourages creativity

11. Supports and assists continuous program evaluation
12. Supports and develops programs for growth and development
13. Utilizes and promotes use of modern technology
14. Recognizes initiative, productivity, and creativity
15. Accepts responsibility
16. Delegates authority
17. Participates in professional growth activities
18. Participates in professional activities, organizations, committees
19. Demonstrates integrity
20. Demonstrates effectiveness in decision making
21. Demonstrates competence in area of specialization
22. Demonstrates ability to understand and relate positively to colleagues and students of other racial and cultural backgrounds
23. Supports and maintains a high level of efficiency in record keeping
24. Demonstrates unwillingness to sacrifice learning for impeccable orderliness
25. Demonstrates open mindedness and flexibility

APPENDIX C

PERSONAL INTERVIEW

1. What do you perceive as the major strengths and weaknesses of the administrative training program at The University of Alabama
2. What components of the program were the most and least helpful?
3. What recommendations would you make for program improvement?
4. How could the program be made more responsive to the educational needs of Alabama?

APPENDIX D

RESPONSES EXPRESSED IN NUMERICAL SUMS AND PERCENTAGES

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	36	51	17	24	12	17	3	4	2	3
2	4	6	1	1	14	20	7	10	8	11
3	4	6	16	23	13	19	1	1	0	0
4	7	10	13	19	14	20	0	0	0	0
5	6	9	13	19	15	21	0	0	0	0
6	4	6	18	26	11	15	1	1	0	0
7	6	9	16	23	10	14	2	3	0	0
8	7	10	12	17	14	20	1	1	0	0
9	4	6	18	26	11	16	1	1	0	0
10	4	6	18	26	10	14	2	3	0	0
11	4	6	15	21	14	20	0	0	0	0
12	8	11	13	19	11	16	2	3	0	0

APPENDIX D--Continued

Item	Response Alternatives									
	1		2		3		4		5	
	No	%	No	%	No	%	No	%	No	%
13	3	4	15	21	13	19	3	4	0	0
14	5	7	11	16	17	24	1	1	0	0
15	9	13	12	17	13	19	0	0	0	0
16	5	7	8	11	19	27	2	3	0	0
17	7	10	15	21	11	16	1	1	0	0
18	4	6	21	30	8	11	1	1	0	0
19	10	14	8	11	15	21	1	1	0	0
20	7	10	12	17	14	20	1	1	0	0
21	4	6	18	26	11	16	1	1	0	0
22	9	13	11	16	14	20	0	0	0	0
23	3	4	13	16	14	20	3	4	1	1
24	1	1	7	10	24	34	0	0	0	0
25	6	9	15	21	13	19	0	0	0	0

APPENDIX E

NUMBER AND PER CENT OF RESPONDENTS
BY SIZE OF GROUP EVALUATED

Size Of Group	Number	Per Cent
No One	36	51.4
1 - 2 Persons	17	24.3
3 - 5 Persons	12	17.1
6 - 8 Persons	3	4.3
9 Or More Persons	2	2.9
Total	70	100.0

APPENDIX F

NUMBER AND PER CENT OF RESPONDENTS
BY AVERAGE LENGTH OF OBSERVATION

Number of Years	Number	Per Cent
1/2 Year	4	5.7
1 Year	1	1.4
2 Years	14	20.0
3 Years	7	10.0
4 Years	8	11.4
Total	34	48.5

APPENDIX G

ITEMS RANKED BASED ON FREQUENCY OF RESPONSE TO RATING SCALE ALTERNATIVE
1 (MUCH MORE COMPETENT)

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
19	10	14	8	11	15	21	1	1	0	0
15	9	13	12	17	13	19	0	0	0	0
22	9	13	11	16	14	20	0	0	0	0
12	8	11	13	19	11	16	2	3	0	0
4	7	10	13	19	14	20	0	0	0	0
8	7	10	12	17	14	20	1	1	0	0
17	7	10	15	21	11	16	1	1	0	0
20	7	10	12	17	14	20	1	1	0	0
5	6	9	13	19	15	21	0	0	0	0
7	6	9	16	23	10	14	2	3	0	0
25	6	9	15	21	13	19	0	0	0	0
14	5	7	11	16	17	24	1	1	0	0

APPENDIX G--Continued

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
16	5	7	8	11	19	27	2	3	0	0
3	4	6	16	23	13	19	1	1	0	0
6	4	6	18	26	11	16	1	1	0	0
9	4	6	18	26	11	16	1	1	0	0
10	4	6	18	26	10	14	2	3	0	0
11	4	6	15	21	14	20	0	0	0	0
18	4	6	21	30	8	11	1	1	0	0
21	4	6	18	26	11	16	1	1	0	0
13	3	4	15	21	13	19	3	4	0	0
23	3	4	13	19	14	20	3	4	1	1
24	1	1	7	10	24	34	0	0	0	0

APPENDIX H

ITEMS RANKED BASED ON FREQUENCY OF RESPONSE TO RATING SCALE ALTERNATIVE
2 (More Competent)

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
18	4	6	21	30	8	11	1	1	0	0
6	4	6	18	26	11	16	1	1	0	0
9	4	6	18	26	11	16	1	1	0	0
10	4	6	18	26	10	14	2	3	0	0
21	4	6	18	26	11	16	1	1	0	0
3	4	6	16	23	13	19	1	1	0	0
7	6	9	16	23	10	14	2	3	0	0
11	4	6	15	21	14	20	0	0	0	0
13	3	4	15	21	13	19	3	4	0	0
17	7	10	15	21	11	16	1	1	0	0
25	6	9	15	21	13	19	0	0	0	0
4	7	10	13	19	14	20	0	0	0	0

APPENDIX H--Continued

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
5	6	9	13	19	15	21	0	0	0	0
12	8	11	13	16	11	16	2	3	0	0
23	3	4	13	19	14	20	3	4	1	1
8	7	10	12	17	14	20	1	1	0	0
15	9	13	12	17	13	19	0	0	0	0
20	7	10	12	17	14	20	1	1	0	0
14	5	7	11	16	17	24	1	1	0	0
22	9	13	11	16	14	20	0	0	0	0
16	5	7	8	11	19	27	2	3	0	0
19	10	14	8	11	15	21	1	1	0	0
24	1	1	7	10	24	34	0	0	0	0

APPENDIX I

ITEMS RANKED BASED ON FREQUENCY OF RESPONSE TO RATING SCALE ALTERNATIVE
3 (EQUALLY COMPETENT)

Item	Response Alternatives									
	1	2	3	4	5	6	7	8	9	10
	No.	%	No.	%	No.	%	No.	%	No.	%
24	1	1	7	10	24	34	0	0	0	0
16	5	7	8	11	19	27	2	3	0	0
14	5	7	11	16	17	24	1	1	0	0
5	6	9	13	19	15	21	0	0	0	0
19	10	14	8	11	15	21	1	1	0	0
4	7	10	13	19	14	20	0	0	0	0
8	7	10	12	17	14	20	1	1	0	0
11	4	6	15	21	14	20	0	0	0	0
20	7	10	12	17	14	20	1	1	0	0
22	9	13	11	16	14	20	0	0	0	0
23	3	4	13	19	14	20	3	4	1	1
3	4	6	16	23	13	19	1	1	0	0

APPENDIX I--Continued

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
13	3	4	15	21	13	19	3	4	0	0
15	9	13	12	17	13	19	0	0	0	0
25	6	15	21	13	19	0	0	0	0	0
6	4	6	18	26	11	16	1	1	0	0
9	4	6	18	26	11	16	1	1	0	0
12	8	11	13	19	11	16	2	3	0	0
17	7	10	15	21	11	16	1	1	0	0
21	4	6	18	26	11	16	1	1	0	0
7	6	9	16	23	10	14	2	3	0	0
10	4	6	18	26	10	14	2	3	0	0
18	4	6	21	30	8	11	1	1	0	0

APPENDIX J

ITEMS RANKED BASED ON FREQUENCY OF RESPONSE TO RATING SCALE ALTERNATIVE
4 (Less Competent)

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
13	3	4	15	21	13	19	3	4	0	0
23	3	4	13	19	14	20	3	4	1	1
7	6	9	16	23	10	14	2	3	0	0
10	4	6	18	26	10	14	2	3	0	0
12	8	11	13	19	11	16	2	3	0	0
16	5	7	8	11	19	27	2	3	0	0
3	4	6	16	23	13	19	1	1	0	0
6	4	6	18	26	11	16	1	1	0	0
8	7	10	12	17	14	20	1	1	0	0
9	4	6	18	26	11	16	1	1	0	0
14	5	7	11	16	17	24	1	1	0	0
17	7	10	15	21	11	16	1	1	0	0

APPENDIX J--Continued

Item	Response Alternatives									
	1	2	3	4	5	6	7	8	9	10
18	4	6	21	30	8	11	1	1	0	0
19	10	14	8	11	15	21	1	1	0	0
20	7	10	12	17	14	20	1	1	0	0
21	4	6	18	26	11	16	1	1	0	0

APPENDIX K

ITEMS RANKED BASED ON FREQUENCY OF RESPONSE TO RATING SCALE ALTERNATIVE
5 (MUCH LESS COMPETENT)

Item	Response Alternatives								
	1	2	3	4	5	6	7	8	
	No.	%	No.	%	No.	%	No.	%	
23	3	4	13	19	14	20	3	4	1

APPENDIX L

RESPONSES EXPRESSED IN NUMERICAL SUMS AND PERCENTAGES

Item	Response Alternatives														
	A			B			C			D			E		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
1	0	0	49	100	0	0	0	0	0	0	0	0	0	0	
2	39	80	10	20	0	0	0	0	0	0	0	0	0	0	
3	8	16	40	82	0	0	1	2	2	0	0	0	0	0	
4	0	0	9	18	14	29	15	31	11	22	11	22	11	22	
5	0	0	13	27	6	12	2	4	27	55	27	55	27	55	
6	1	2	2	4	36	73	7	14	1	2	14	27	1	2	
7	0	0	4	8	1	2	4	8	27	55	27	55	27	55	
8	0	0	0	0	0	0	0	0	0	0	0	0	30	61	
9	1	2	1	2	0	0	0	0	0	0	0	0	29	59	
10	0	0	0	0	0	0	49	100	0	0	0	0	0	0	
11	13	27	5	10	22	45	7	14	0	0	0	0	0	0	
12	45	92	0	0	0	0	0	0	0	0	0	0	0	0	

APPENDIX L--Continued

Item	Response Alternatives											
	A		B		C		D		E			
	No.	%	No.	%	No.	%	No.	%	No.	%		
13	8	16	13	27	4	8	11	22	10	20		
14	34	69	2	4	2	4	1	2	6	12		
15	0	0	0	0	49	100	0	0	0	0		
16	0	0	0	0	8	16	10	20	23	47		
17	5	10	11	22	8	16	3	6	5	10		
18	2	4	11	22	3	6	32	65	1	2		
19	2	4	3	6	6	12	12	24	9	18		
20	10	20	5	10	4	8	3	6	8	16		
21	7	14	10	20	4	8	3	6	24	49		
22	4	8	20	41	14	29	2	4	1	2		
23	21	43	13	27	6	12	3	6	0	0		
24	14	29	2	4	1	2	3	6	23	47		

APPENDIX L--Continued

Item	Response Alternatives											
	A		B		C		D		E			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
25	7	14	19	39	21	43	0	0	0	0	0	0
26	8	16	25	51	31	27	1	2	0	0	0	0
27	17	35	10	20	5	10	2	4	5	10		
28	5	10	13	27	16	33	9	18	4	8		
29	7	14	3	6	2	4	6	12	7	14		
30	16	33	24	49	4	8	3	6	1	2		
31	19	39	24	49	4	8	2	4	0	0		
32	7	14	25	51	13	27	2	4	2	4		
33	1	2	10	20	21	43	11	22	5	10		
34	4	8	7	14	8	16	3	6	2	4		
35	6	12	13	27	23	47	4	8	1	2		
36	13	27	24	49	8	16	2	4	0	0		

APPENDIX L--Continued

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
37	6	12	30	.61	11	22	1	2	0	0
38	2	4	13	27	19	39	5	10	3	6
39	10	20	33	67	6	12	0	0	0	0
40	14	29	29	59	6	12	0	0	0	0
41	4	8	13	27	18	37	3	6	4	8
42	11	22	29	59	8	16	1	2	0	0
43	8	16	21	43	17	35	3	6	0	0
44	7	14	24	49	16	33	2	4	0	0
45	10	20	25	51	10	20]	4	8	0	0
46	9	18	24	49	13	27	2	4	1	2
47	4	8	19	39	21	43	5	10	0	0
48	3	6	8	16	24	49	10	20	4	8

APPENDIX I--Continued

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
49	7	14	14	29	23	47	4	8	1	2
50	4	8	12	24	18	37	11	22	4	8
51	8	16	16	33	22	45	3	6	0	0
52	9	18	26	53	12	24	2	4	0	0
53	20	41	21	42	7	14	1	2	0	0
54	6	12	16	33	17	35	7	14	2	4
55	6	12	12	24	27	55	1	2	2	4
56	6	12	11	22	22	45	4	8	5	10
57	6	12	9	18	22	45	8	16	2	4
58	0	0	5	10	17	35	8	16	16	33
59	2	4	4	8	17	35	14	29	10	20
60	1	2	8	16	22	45	10	20	6	12

APPENDIX I--Continued

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
61	3	6	16	33	20	41	6	12	2	4
62	3	6	18	37	16	33	8	16	1	2
63	2	4	10	20	19	39	12	24	2	4
64	12	24	22	45	9	18	1	2	0	0
65	10	20	16	33	19	39	0	0	0	0
66	16	33	28	57	2	4	0	0	0	0
67	9	18	19	39	13	27	4	8	0	0
68	10	20	20	41	11	22	4	8	0	0
69	17	35	15	31	5	10	7	14	4	8
70	12	24	26	53	8	16	1	2	1	2
71	14	29	13	27	13	27	6	12	2	4
72	8	16	12	24	16	33	5	10	7	14

APPENDIX L--Continued

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
73	2	4	1	2	9	18	10	20	25	51
74	1	2	6	12	4	8	14	29	23	47
75	3	6	6	12	11	22	10	20	17	35
76	10	20	9	18	5	10	6	12	15	31
77	3	6	8	16	9	18	10	20	15	31
78	0	0	0	0	0	0	0	0	8	16
79	0	0	2	4	0	0	0	0	0	9

APPENDIX M

RESPONSES EXPRESSED IN NUMERICAL SUMS AND PERCENTAGES

Item	Response Alternatives											
	A		B		C		D		E			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	0	0	41	98	0	0	0	0	0	0	0	0
2	28	67	14	33	0	0	0	0	0	0	0	0
3	4	10	32	76	3	7	2	5	0	0	0	0
4	1	2	5	12	10	24	5	12	20	48	0	0
5	0	0	9	12	1	2	4	10	27	64	0	0
6	0	0	2	5	32	76	5	12	0	0	0	0
7	0	0	2	5	2	5	2	5	24	57	0	0
8	0	0	0	0	0	0	0	0	22	52	0	0
9	1	2	0	0	0	0	0	0	23	56	0	0
10	0	0	0	0	2	5	40	95	0	0	0	0
11	24	57	11	26	5	12	0	0	1	2	0	0
12	37	88	1	2	0	0	0	0	0	0	0	0

APPENDIX M--Continued

Item	Response Alternatives									
	A		B		C		D		E	
	No.	%	No.	%	No.	%	No.	%	No.	%
13	2	5	8	19	2	5	25	60	3	7
14	27	64	1	2	2	5	5	12	3	7
15	33	79	2	5	0	0	0	0	6	14
16	2	5	3	7	6	14	4	10	16	38
17	12	29	10	24	3	7	1	2	2	5
18	16	38	3	7	2	5	19	45	2	5
19	3	7	2	5	2	5	7	17	8	19
20	6	14	2	5	2	5	0	0	12	29
21	2	5	9	21	7	15	3	7	17	40
22	4	10	15	36	13	31	0	0	2	5
23	20	48	9	21	3	7	2	5	1	2
24	11	26	0	0	4	10	2	5	15	36

APPENDIX M--Continued

Item	Response Alternatives											
	A		B		C		D		E			
	No.	%	No.	%	No.	%	No.	%	No.	%		
25	10	24	9	21	21	50	2	5	0	0	0	
26	7	17	21	50	11	26	2	5	0	0	0	
27	16	38	8	19	3	7	1	2	0	0	0	
28	10	24	10	23	11	26	4	10	3	7	7	
29	7	17	4	10	2	5	0	0	2	5	5	
30	18	42	14	33	6	14	0	0	1	2	2	
31	18	43	20	48	1	2	0	0	0	0	0	
32	7	17	19	45	9	21	1	2	2	5	5	
33	0	0	9	21	19	45	9	21	3	7	7	
34	2	5	6	14	3	7	3	7	1	2	2	
35	5	12	13	31	12	29	3	7	1	2	2	
36	16	38	18	43	4	10	1	2	0	0	0	

APPENDIX M--Continued

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
37	10	24	14	33	12	28	4	10	0	0
38	4	10	9	21	11	26	2	5	3	7
39	9	21	21	50	7	17	0	0	0	0
40	14	33	19	45	5	12	0	0	0	0
41	6	14	10	24	9	21	2	5	2	5
42	11	26	17	40	9	21	3	7	0	0
43	10	24	14	33	10	24	5	12	1	3
44	5	12	19	45	11	26	4	10	1	2
45	10	24	20	48	7	17	1	2	1	2
46	12	29	18	43	9	21	1	2	0	0
47	4	10	11	26	17	40	7	17	0	0
48	3	7	6	14	13	31	11	26	6	14

APPENDIX M--Continued

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
49	6	14	14	33	13	31	5	12	3	7
50	3	7	14	33	14	33	5	12	3	7
51	5	12	21	50	12	29	1	2	1	2
52	10	24	22	52	8	19	0	0	0	0
53	20	47	15	36	4	10	1	2	0	0
54	6	14	10	24	17	40	6	14	1	2
55	7	17	8	19	13	31	8	19	2	5
56	4	10	13	31	11	26	10	24	1	2
57	3	7	9	21	19	45	6	14	1	2
58	1	2	5	12	10	24	11	26	12	29
59	1	2	4	10	9	21	16	38	10	24
60	3	7	3	7	14	33	13	31	6	14

APPENDIX M--Continued

Item	Response Alternatives														
	1			2			3			4			5		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
61	8	19	11	26	11	26	6	14	2	5					
62	10	24	9	21	15	36	6	14	0	0					
63	3	7	11	26	17	40	4	10	4	4					
64	11	26	13	31	13	31	1	2	0	0					
65	10	24	13	31	14	33	1	2	0	0					
66	11	26	21	50	5	12	0	0	1	2					
67	10	24	11	26	14	33	3	7	0	0					
68	15	38	14	33	7	17	2	5	0	0					
69	17	40	8	19	6	14	2	5	5	12					
70	7	17	14	33	13	31	3	7	1	2					
71	8	19	9	21	8	19	4	10	9	21					
72	1	2	6	14	11	26	6	14	14	33					

APPENDIX M--Continued

Item	Response Alternatives									
	1		2		3		4		5	
	No.	%	No.	%	No.	%	No.	%	No.	%
73	2	5	3	7	2	5	4	10	27	62
74	1	2	4	10	6	14	3	7	24	57
75	1	2	4	10	9	21	5	12	19	45
76	7	17	11	26	3	7	1	2	14	33
77	0	0	5	12	12	29	5	12	15	36
78	0	0	0	0	0	0	0	0	3	7
79	0	0	2	5	0	0	1	2	0	0

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