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## A Status Study of Prospective School Administrators Graduated from Fort Hays Kansas State College, 1955-01/01/1960

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A STATUS STUDY OF PROSPECTIVE SCHOOL ADMINISTRATORS  
GRADUATED FROM FORT HAYS KANSAS STATE COLLEGE  
1955 - 1960

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A Master's Report  
Presented to  
the Graduate Faculty of the  
Fort Hays Kansas State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

by

Milford D. Messer, B. A.

Fort Hays Kansas State College

Date

7/22/67

Approved

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## ABSTRACT

Milford D. Messer (M.S.: Department of Education)

Title: A Status Study of Prospective School Administrators Graduated from Fort Hays Kansas State College 1955-1960.

The purpose of this study was to determine how many of the people who were prepared in school administration at Fort Hays Kansas State College during a six-year period have actually been employed in an administrative position. Among the questions to be answered by the study were the following: How many graduates were employed in administration? How many of these people had been administrators and were employed in other fields? Why did the graduates take courses in school administration? How many had no intention of becoming school administrators after completion of the work? Why had some graduates not entered the field of administration?

All recipients of master's degrees over a six-year period, 1955 through 1960, with enough hours to qualify for a school administrator's certificate in Kansas were contacted for this study. Questionnaires were sent to the graduates. Of the 190 graduates, 141 or 73.6 per cent filled in the inquiry form and returned it. From the compilation of data supplied by the questionnaire, it was found that slightly over one-half, 52.4 per cent, of those qualified for certificates were employed as administrators. About one-sixth or 17 per cent, had previously been administrators but had left the field, and approximately one-third of the qualified graduates, 30.4 per cent, had never held an administrative position in the schools.

A pertinent fact revealed by the data is that 17 of the 43 non-administrators had never at any time desired to become a school administrator although they had taken sufficient hours to meet qualification requirements. Why they had taken the courses with no intention of entering the field was not revealed by the questionnaire. By far the majority of graduates, 109 or 77.2 per cent, desired at the end of the program of preparation to enter the field of school administration. Only thirteen of the graduates, 9.2 per cent, changed their minds during preparation to not seek a position in school administration.

Interest in becoming a school administrator was found to develop for a variety of reasons, chief of which was the opportunity for professional advancement in the field of education. Greater opportunity for service was the factor that received the second highest rating, and the higher salary anticipated was third.

The major reason indicated by both former administrators and non-administrators for not being in school administration was a preference for teaching and guidance. Dissatisfaction with salaries and dislike for the demands of administration were the two reasons receiving the second highest response by former administrators for leaving the field. The two reasons which rated second in frequency of response as to why non-administrators had never entered the field were inability to find a suitable position and preference for business opportunity.

The recommendations that were made with due consideration given to the limitations of the data gathered were as follows: (1) Further



research was recommended to further validate the conclusion that there was an over-supply of school administrators. (2) It was recommended that a better selective process to find students capable of administrative work in the schools be devised by graduate schools so as to help eliminate some of the students who are not suited to the position. (3) With 71.6 per cent of the administrators employed as principals, it was recommended that the graduate program in school administration be so constructed so as to place proper emphasis on this position.

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## CHAPTER I

### INTRODUCTION

In 1952 the American Association of School Administrators spelled out the elements of an adequate preservice program of preparation for school superintendents. At the top of the list was "Estimating the numbers needed to be prepared annually in order to staff the positions in educational administration."<sup>1</sup> The Association suggested that this should be a function both of state departments of education and of graduate schools: "State departments of education should periodically estimate the number of students who should annually complete preservice education for school administration, in order to staff the positions to be filled. At present, only vague notions of these needs exist."<sup>2</sup>

The information cited from the American Association of School Administrators would tend to indicate that little information is available on the supply and demand of school administrators. A later publication of the Association presented information from the Cooperative Program in Educational Administration which revealed that as early as 1953 findings indicated that perhaps more people were being trained in school administrator preparatory programs than were

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<sup>1</sup>The American School Superintendency (Washington: American Association of School Administrators, Thirtieth Yearbook, 1952), p. 383.

<sup>2</sup>Ibid.

needed to staff the schools.<sup>3</sup> This position, that there is an over-supply of school administrators, is reflected again in the 1960 Yearbook of the American Association of School Administrators:

. . .there is one demand which needs no unblinking scrutiny, because it never changes. . . . Schools need leaders. . . . There are those who like--even prefer--to lead. What is more to the point, there appears to be no shortage of those who would aspire to administrative positions in education.<sup>4</sup>

Information compiled by the Midwest Administration Center reveals that in 1950-51, licenses were issued in three states to three times as many administrators as there were jobs available, and in one state twelve times as many licenses are issued as administrative jobs open each year.<sup>5</sup>

The sources cited previously in this report have presented no statistical data which were nationwide in scope. The Biennial Survey of Education in the United States indicates that the number of administrative positions is increasing rather than decreasing. In the span of years from 1953 to 1958 the total number of school superintendent positions diminished in number by 2,232, but at the same time positions as assistant superintendent grew in number by 564 and a total of 12,756 principals was added to the public schools. A complete breakdown was

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<sup>3</sup>Hollis A. Moore, Jr., Studies in School Administration (Washington: American Association of School Administrators, 1957), pp. 1-23.

<sup>4</sup>Professional Administrators for America's Schools (Washington: American Association of School Administrators, 1960), p. 143.

<sup>5</sup>Earl E. Mosier and John E. Baker, "Midwest Superintendents on the Move," Nation's Schools, 49:44 (January, 1953).

not reported for Kansas, but the totals appeared as follows:

U. S. Superintendents	<u>1953-54</u> 14,190	<u>1955-56</u> 13,266	<u>1957-58</u> 11,958
U. S. Ass't Supt's.	4,587	3,411	5,151
U. S. Principals	<u>45,729</u>	<u>50,973</u>	<u>58,687</u>
Totals	64,506	67,650	75,796
Kansas Administrators	1,550	1,606	1,745 <sup>6</sup>

The material investigated points to the fact that while the number of administrative positions is increasing, more people are going into the program of preparation for school administration than will be needed. Because there is a noticeable lack of facts on this situation to really draw valid conclusions in specific areas, this study was devised to shed some light on the employment of the graduates of one school administration preparatory program, that of Fort Hays Kansas State College.

#### STATEMENT OF THE PURPOSE

The purpose of this study was to determine how many of the people who were prepared in school administration at Fort Hays Kansas State College during a six-year period have actually been employed in an administrative capacity.

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<sup>6</sup>United States Department of Health, Education, and Welfare, Statistics of State School Systems: 1953-54; 1955-56; 1957-58, Chapter Two of the Biennial Survey of Education in the United States, (Washington: Government Printing Office, 1955, 1957, 1959).

Among the questions to be answered by this study were the following: Of those who had taken courses to qualify for certification as school administrators by the state of Kansas, how many were engaged in administration of schools? Why did these people take courses in school administration? How many had no intention of becoming school administrators after completion of the work? Of those who were not school administrators, why were they not employed in the field? How many of these people had been administrators and were employed otherwise?

#### STATEMENT OF THE PROBLEM

What is the status of master degree graduates who qualified through preparation for an administrative certificate at Fort Hays Kansas State College from May 26, 1955, through July 28, 1960?

#### SIGNIFICANCE OF THE STUDY

The information compiled in this study reveals what number of master's degree graduates qualified in school administration from Fort Hays Kansas State College over a six-year period have gone into school administration. The statistics are based upon 73.6 per cent of the graduates who answered and returned the inquiry form. Answers to the questions posed in the report might provide information for improvement of graduate study in school administration.

#### LIMITATIONS OF THE STUDY

This report is limited to a study of master degree graduates who



qualified through preparation for an administrative certificate at Fort Hays Kansas State College from May 26, 1955, through July 28, 1960. The statistics are based upon 73.6 per cent of the graduates who answered and returned the inquiry form. The introductory material was taken from Forsyth Library, Fort Hays Kansas State College.

#### EXPLANATION OF TERMS

School Administrator. School administrator or administration as used in this study refers only to superintendents, principals, assistant superintendents, and assistant principals, regardless of whether part time is spent in teaching.

Certification. Certification as an administrator in Kansas during the time covered by the study could be accomplished in two ways:

- (1) By meeting requirements for an Elementary Principal Provisional Certificate by presenting evidence of (a) two years successful experience as an elementary teacher; (b) twenty-four semester hours in education of which eight are in organization, administration and supervision of elementary schools, and (c) eligibility for a Three-Year Degree Elementary Certificate.
- (2) By meeting requirements for an Administrator Provisional Certificate by presenting evidence of (a) a master's degree; (b) eight semester hours of credit in graduate courses including administration, supervision, and

finance; (c) two years of successful experience in teaching or administration in an accredited elementary or secondary school; and (d) eligibility for a Secondary or Elementary Three-Year Degree Certificate.<sup>7</sup>

Recipients of the questionnaire for the study had completed at least eight hours in education qualifying them for an administrative certificate and had graduated with a master's degree. It should be noted that elementary principals were not required to hold a master's degree during this time; therefore, the program at Fort Hays Kansas State College probably offered course work to many who are not included in this study.

#### PROCEDURE OF THE STUDY

All recipients of master's degrees over a six-year period with enough hours to qualify for a school administrator's certificate in Kansas were contacted for this study. The list of graduates and their addresses was compiled from graduation rolls on file in the Education Department, the Alumni Office, the Graduate Office, and transcripts in the office of the Registrar at Fort Hays Kansas State College.

A questionnaire was constructed to reveal what proportion of the group had taken courses in administration with the intention of becoming administrators, how many graduates had secured employment in an administrative capacity, what influenced these people to go into

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<sup>7</sup>Certificate Handbook (Topeka: State Board of Education, 1959), pp. 19-20.

administration, and suggestions for improvement of the graduate program in school administration. The questionnaire was mailed to the graduates and a follow-up postal card was sent in a second attempt to get more complete results. The data secured from the inquiry forms were compiled.

The period of time selected for the study was from May 26, 1955, through July 28, 1960. This period was chosen because it would allow sufficient time for those who wanted to become administrators to obtain positions and would be recent enough to indicate current trends.

#### REVIEW OF RESEARCH

A thorough search in Forsyth Library at Fort Hays Kansas State College for previous research in this area revealed only one other study directly pertaining to the supply and demand of school administrators. This project was a Field Study compiled by Wallace E. Good at Kansas State Teachers College, Emporia, Kansas, in partial fulfillment of the requirements for the degree, Specialist in Education.<sup>8</sup> The primary purpose of the Wood Study was to determine the proportion of those prepared at the college for the field of school administration to the number who were employed as school administrators.

After examination of transcripts of all who received master's degrees in education between 1954 and 1958 to determine those who could

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<sup>8</sup>Wallace E. Good, "Selection, Training, and Professional Status of Prospective School Administrators Graduated from Kansas State Teachers College, Emporia 1954-1958," A Field Study, Kansas State Teachers College, Emporia, Kansas, 1962.

be certificated by the state of Kansas as administrators, and getting questionnaires returned from 93.1 per cent, Wood found that slightly over one-half (53.8 per cent) of those prepared were employed as administrators. About one-fifth (21.4 per cent) had previously been administrators but had left the field, and about one-fourth (24.7 per cent) had never held an administrative position in schools. The conclusions that Wood drew were that (1) the college had attempted to prepare more people than the schools need, or (2) the individuals prepared were not definite in selection of school administration as a career. The two major reasons given why graduates had not gone into school administration were (1) dissatisfaction with the administrative situation and (2) a preference for teaching.



## CHAPTER II

### PRESENTATION AND ANALYSIS OF DATA

The major purpose of this study was to determine how many of those prepared in school administration at Fort Hays Kansas State College over a six-year period were employed as school administrators. A list of those who could qualify as school administrators was compiled from graduation rolls on file in the office of the Department of Education, the Alumni Office, the Graduate Office, and transcripts in the office of the Registrar. Of all master degree graduates in this six-year period, 190 had taken sufficient course work to be certificated as administrators in Kansas.<sup>1</sup>

Questionnaires were mailed to 186 of the 190 who could be certificated.<sup>2</sup> An up-to-date address could not be obtained for four of the graduates. Replies totaled 141 or 75.8 per cent of the questionnaires mailed and 73.6 per cent of the total group.

#### I. GRADUATES EMPLOYED AS SCHOOL ADMINISTRATORS

The data in Table I show that slightly over half of those prepared in school administration were serving as school administrators. Of the 141 who replied, 74 or 52.4 per cent were engaged in an administrative position.

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<sup>1</sup>See Chapter I, p. 5, for certification requirements.

<sup>2</sup>The questionnaire is reproduced in Appendix B.



TABLE I

SUMMARY OF DATA ON EMPLOYMENT OF 1955-60 SCHOOL  
ADMINISTRATION GRADUATES FROM  
FORT HAYS KANSAS STATE COLLEGE

	Number	Per cent of no. replying
Graduates in school administration	190	
Questionnaires mailed	186	
Replies to questionnaire	141	
Administrators	74	52.4
Elementary principals	43	30.4
Secondary principals	10	7.0
Superintendents of schools	17	12.0
Assistant principals	4	2.7
Administrators located in Kansas	64	45.3
Former Administrators	24	17.0
Former administrators employed in non-school positions	4	2.7
Former administrators employed as teachers	17	12.0
Former administrators employed as guidance counselors	2	1.3
Former administrators now students	1	0.7
Former administrators located in Kansas	13	9.1
Non-administrators	43	30.4
Non-administrators employed in non-school positions	6	4.2
Non-administrators employed as teachers	29	20.5
Non-administrators employed as guidance counselors	4	2.7
Non-administrators employed as directors or supervisors	2	1.3
Non-administrators located in Kansas	26	18.4
Total not employed as administrators	67	47.5
Total non-school positions	10	7.0
Total teachers	46	32.6
Total guidance counselors	6	4.3
Total students	3	2.1
Total directors and supervisors	2	1.3
Total in educational positions other than administration	54	38.2

### Types of Positions

The majority of those employed as administrators who completed training between 1955 and 1960 were employed as elementary principals, 58.1 per cent. The next largest group was superintendents of schools, 22.9 per cent, and third were positions as secondary principals, 13.5 per cent.

Most of those who were administrators, 86.9 per cent, were located in Kansas schools.

### II. GRADUATES FORMERLY EMPLOYED AS SCHOOL ADMINISTRATORS

The statistics in Table I show that approximately one out of every six persons, 17 per cent, prepared as school administrators has held an administrative position at some time and then left the field of school administration. This statement is based on the data which reveal that 24 of the 141 who replied, 17 per cent, said that they had previously been an administrator, but the position held at the time that the questionnaire was returned was not in the field of school administration.

### Positions

Most of these people, however, had stayed in the field of education. Seventeen former administrators, 70.8 per cent, had returned to teaching with 9 of the 17 in college teaching. Two former administrators, 8.2 per cent, were counselors, and one was a college student. Four or 18.9 per cent were in non-school positions.

Location

Thirteen former administrators, 54.1 per cent, were still living in Kansas. Former administrators gave no indication that higher salaries outside the state of Kansas had lured them from the profession.

Reasons Given for Leaving the Field of School Administration

Question number nine on the questionnaire called for an open response. It was worded "If you are not now a school administrator, but you have previously been one, why did you leave the field?" Because of the variety and complexity of the reasons that might be given, no possible responses to be checked by the respondent were listed. It should be recognized that perhaps the responses to this question do not tell the whole story. The responses seemed to fit into one or more of the following categories listed in order of their importance according to the number of times each was mentioned as a factor:

<u>Reasons</u>	<u>Frequency of response</u>
1. Preference for teaching or guidance	9
2. Dissatisfaction with salaries	5
3. Too much strain, load too heavy, too much demand on time	5
4. Better opportunity in business or industry	2

Typical statements in answer to the question about why individuals had left school administration can be found in Appendix C.

Offer of Another Administrative Position

Most of those who had left school administrative positions would seriously consider a position in the field if offered one. In

answer to the question "If you are not now a school administrator, but were offered an administrative position today, would you give it serious consideration?" fourteen replied "yes", 58.3 per cent.

### III. GRADUATES WHO HAVE NEVER BECOME SCHOOL ADMINISTRATORS

Responses to the questionnaire revealed that forty-three of the 141, 30.4 per cent, had never been school administrators, although from three to eight years had passed since completion of the master's degree. This data on non-administrators is taken from Table I, page 10.

#### Positions

Most of those who could be certificated as administrators but who had never held such a position were employed in educational work, 37 of the 43 or 86 per cent—as teachers 67.4 per cent, as guidance counselors 9.4 per cent, as directors and supervisors 4.6 per cent, and as students 4.6 per cent. Six or 13.9 per cent were employed in non-school work.

#### Location

Twenty-six of the forty-three who had never become administrators were still located in Kansas.

#### Reasons Why Some Have Not Become Administrators

Question number ten on the questionnaire was also open-ended. It was worded, "If you have never been a school administrator, what is the reason?" The inclusiveness and objectivity of the responses to this question cannot be verified, but the most important reasons,



according to the frequency of mention, were as follows:

<u>Reasons</u>	<u>Frequency of mention</u>
1. Preference for teaching or guidance	22
2. Never found suitable position	4
3. Preference for business opportunity	4
4. Preference for present locality	2
5. Preference for supervision	2
6. Not adequate salaries in administration	2
7. Wanted more experience in education	2

The fact that such a large number said that they had not become administrators because they preferred teaching may not mean that they would not prefer administration if they could secure an administrative position. Nor would it necessarily mean these individuals had taken themselves "off the market" as candidates for administrative positions. Typical statements on this point can be found in Appendix D.

#### Offer of an Administrative Position

Answers to the question "If you are not now a school administrator, but were offered an administrative position today, would you give it serious consideration?" revealed that all of those who had never been administrators had not entirely rejected the possibility of becoming one. Twenty of the forty-three, 46.5 per cent, answered "yes."

#### Certification

Ten of those who had never been administrators had an administrator's certificate at one time. This would seem to indicate that about one-fourth, 23.2 per cent, of the non-administrators were



serious enough about the securing of an administrative position to seek state approval of themselves as school administrators.

#### IV. GRADUATES' INTENTIONS AND DESIRES

Some of those included as graduates prepared in school administration took the courses necessary for certification but did not actually intend to become school administrators. The questionnaire was designed to determine the number of these individuals by responses to questions three and four. Table II shows that approximately three out of every four, 74.4 per cent, students in administration courses both intended when they began training and desired when they completed work for the master's degree to become school administrators. However, approximately one out of every five, 22.6 per cent, indicated that he did not intend or desire to become an administrator. Therefore, the reason that 32 respondents did not become school administrators could be said to be that they had no intention or desire to become school administrators.

The statistics in Table II point out a pertinent factor about those who have never been administrators—39.5 per cent of the non-administrators had never at any time intended to become an administrator and 23.2 per cent changed their minds during preparation and did not desire to become an administrator. Why nearly 40 per cent of the non-administrators took the courses with no desire for a position and 23.2 per cent changed their minds during the program of preparation is not revealed by this study.

TABLE II

GRADUATES' INTENTION AND DESIRE REGARDING EMPLOYMENT  
AS SCHOOL ADMINISTRATORS

	Administrators		Former administrators		Non-administrators		Totals	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Intended before training and desired after training to be administrators	72	97.2	18	75.0	15	34.8	105	74.4
Did not intend before but desired after training to be administrators	1	1.3	2	8.3	1	2.3	4	2.8
Totals	<u>73</u>	<u>98.5</u>	<u>20</u>	<u>83.3</u>	<u>16</u>	<u>37.1</u>	<u>109</u>	<u>77.2</u>
Intended before but did not desire after training to be administrators			3	12.5	10	23.2	13	9.2
Neither intended before nor desired after training to be administrators	1	1.3	1	4.1	17	39.5	19	13.4
Totals	<u>1</u>	<u>1.3</u>	<u>4</u>	<u>16.6</u>	<u>27</u>	<u>62.7</u>	<u>32</u>	<u>22.6</u>

## V. IN RETROSPECT

In response to the question "If you had it to do over again, would you take courses in school administration?" the graduates responded as follows:

	Adminis- trators		Former admin- istrators		Non-adminis- trators		Totals	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	72	97.2	16	66.6	28	65.1	116	82.2
No	2	2.7	8	33.3	15	34.8	25	17.7

It can be observed that the overwhelming majority of graduates would take school administration courses again. Even though 43 graduates had never held an administrative position, two-thirds of them considered administrative courses of enough value to take them again.

## VI. COLLEGE MAJORS AND MINORS

As indicated in Table III about one out of two of the administrators and former administrators had majored in the area of education and psychology at the college level, 49.4 per cent, and the majority of this group majored in elementary education. Social science was the next largest area of majors, 23.7 per cent, followed by business and industrial arts, 14 per cent, and science and mathematics 8 per cent.

Eight respondents gave no minor fields. Minor areas did not follow the same pattern as that of the major fields. A larger number of college minors were reported in the areas of social science and science and mathematics than were in education psychology. Twenty

TABLE III

COLLEGE MAJORS AND MINORS OF SCHOOL ADMINISTRATORS  
GRADUATED FROM FORT HAYS KANSAS STATE COLLEGE  
1955 - 1960

	Majors		Minors	
	No.	Per cent	No.	Per cent
A. Education and psychology	48	49.4	18	18
1. Education	8		7	
2. Elementary education	29		2	
3. Physical education	10		8	
4. Psychology	1		1	
B. Social science	23	23.7	34	34
1. Religion	1		3	
2. History	12		16	
3. Philosophy			1	
4. Political science			1	
5. Social studies (general area)	8		13	
6. Sociology	2			
C. Business and industrial arts	14	14.4	9	9
1. Business administration	5			
2. Business	2		1	
3. Industrial arts	7		8	
D. Science and mathematics	8	8.2	19	19
1. General science	2		10	
2. Biology			3	
3. Chemistry			1	
4. Mathematics	5		5	
5. Zoology	1			
E. Fine arts			5	5
1. Art			3	
2. Music			2	
F. Language and literature	4	4.1	15	15
1. English	3		13	
2. Foreign language	1		2	

respondents listed two minor fields while nine listed none. Seven of the nine who listed no minor field were in elementary education.

#### VII. REASONS GIVEN FOR WANTING TO BE ADMINISTRATORS

On the questionnaire the graduates were asked to rate their reasons for desiring to become school administrators. The respondents were asked to rate the two reasons of first and second in importance. Many rated more than two reasons, but all did give at least reasons of first and second in importance. The information on the inquiry form asked for the respondents to list only reasons of first and second in importance; therefore only reasons listed as first or second were tabulated. The three reasons which were checked most often by respondents were "It was the best opportunity for professional advancement," "Administration seemed to me to offer greater opportunity for service," and "The work offered higher opportunities for service." Table IV gives an analysis of the responses to this question. Three non-administrators indicated that the reason that they had taken courses in administration was for the educational value which they would gain.

#### VIII. PREVIOUS TEACHING EXPERIENCE

Table V, page 21, reveals that forty-two administrators and former administrators, 42.8 per cent, reported that they had taught in the school in which they secured their first administrative position. This could indicate that the practice of promoting teachers to administrative positions seems to be common. One aspiring to become an



TABLE IV

REASONS GIVEN FOR WANTING TO BE ADMINISTRATORS  
 BY SCHOOL ADMINISTRATION GRADUATES, FORT  
 HAYS KANSAS STATE COLLEGE 1955 - 1960

	Adminis- trators	Former adminis- trators	Non-admin- istrators	Totals
B. Best opportunity for professional advancement				
No. 1 choice	22	5	12	39
No. 2 choice	9	4	6	19
D. Greater opportunity for service				
No. 1 choice	23	2	8	33
No. 2 choice	13	3	4	20
E. The work offered higher salaries				
No. 1 choice	6	5	5	16
No. 2 choice	17	5	5	27
F. Best way to implement my educational philosophy				
No. 1 choice	4	5	5	14
No. 2 choice	8	2	1	11
H. More challenge than teaching				
No. 1 choice	8	2	1	11
No. 2 choice	13	1	5	19
G. Enjoy being a leader				
No. 1 choice	3	1		4
No. 2 choice	3	4	3	10
C. Had administrative experience in another field				
No. 1 choice	2		1	3
No. 2 choice	1		1	2
A. Shortage of administrative personnel				
No. 1 choice	1		1	2
No. 2 choice	1		1	2

TABLE V

TEACHING EXPERIENCE OF ADMINISTRATORS  
GRADUATED FROM FORT HAYS KANSAS STATE  
COLLEGE 1955 - 1960

	Administrators		Former administrators		Totals	
	No.	Per cent	No.	Per cent	No.	Per cent
A. First administrative position in a school in which respondents had taught	33	44.5	9	37.5	42	42.8
B. First administrative position in a school in which respondents had not taught	38	51.3	15	62.5	53	54.0
C. No response	3	4.0			3	3.0
D. Years of teaching experience before respondents became administrators						
1. No teaching experience	2	2.7	1	4.1	3	3.0
2. One year	5	6.7	1	4.1	6	6.1
3. Two years	13	17.5	2	8.3	15	15.3
4. Three years	8	10.8	2	8.3	10	10.2
5. Four years	8	10.8	2	8.3	10	10.2
6. Five years	7	9.4	2	8.3	9	9.1
7. Six years	9	12.1	3	12.5	12	12.2
8. Seven years	3	4.0			3	3.0
9. Eight years	2	2.7	1	4.1	3	3.0
10. Nine years	4	5.4	1	4.1	5	5.1
11. Ten years	4	5.4	3	12.5	7	7.1
12. Eleven years			2	8.3	2	2.0
13. Twelve years	2	2.7	2	8.3	4	4.0
14. Thirteen years	3	4.0			3	3.0
15. Fourteen years	1	1.3			1	1.0
16. Fifteen years			1	4.1	1	1.0

administrator in a certain system might enhance his chances considerably by teaching in that system.

Table V also shows that 15.3 per cent of those who had held administrative positions secured them after two years of teaching experience. Within a six-year period 66.1 per cent of the administrators and former administrators had taken a position.

## CHAPTER III

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of this study was to determine how many of those prepared at Fort Hays Kansas State College over a six-year period in the field of school administration have actually been employed in an administrative capacity. Questions to be answered by this report were the following: Of those who had taken courses to qualify for certificates in school administration, how many were engaged in administration of schools? How many had no intention of becoming school administrators after completion of the work? Why did these people take courses in school administration? Of those who were not school administrators, why were they not employed in the field? Why had those that had been school administrators left the field?

After compiling the list of master's degree graduates from the college between May 26, 1955, to July 28, 1960, who could be certificated by the state of Kansas as administrators, and getting questionnaires returned from 73.6 per cent, it was found that slightly over one-half, 52.4 per cent, of those qualified for certificates were employed as administrators. About one-sixth, 17 per cent, had previously been administrators but had left the field, and approximately one-third of the qualified graduates, 30.4 per cent, had never held an administrative position in schools.



A pertinent fact revealed by the data is that 17 of the 43 non-administrators had never at any time desired to become a school administrator although they had taken sufficient hours to meet qualification requirements. Why they had taken the courses with no intention of entering the field was not revealed by the questionnaire. By far the majority of graduates, 109 or 77.2 per cent desired at the end of the program of preparation to enter the field of school administration. Only thirteen of the graduates, 9.2 per cent, changed their minds during preparation to not seek a position in school administration.

Interest in becoming a school administrator was found to develop for a variety of reasons, chief of which was the opportunity for professional advancement in the field of education. Greater opportunity for service was the factor that received the second highest rating, and the higher salary anticipated was third.

Only three graduates went directly into an administrative position upon graduation. The highest percentage of graduates secured a position in administration after two years of service while 66.1 per cent of those who had become administrators had gone into the field within a six-year period after starting to teach. Approximately half or 42.8 per cent of the administrators and former administrators had secured employment as an administrator for the first time in the schools where they had been employed as teachers.

The major reason indicated by both former administrators and non-administrators for not being in school administration was a



preference for teaching and guidance. Dissatisfaction with salaries and dislike for the demands of administration were the two reasons receiving the second highest response by former administrators for leaving the field. The two reasons which rated second in frequency of response as to why non-administrators had never entered the field were inability to find a suitable position and preference for business opportunity.

## II. CONCLUSIONS

The findings of this study lead to several conclusions. First, it appears that Fort Hays Kansas State College has provided preparation in school administration over a six-year period for about twice as many individuals as are employed as administrators. While the number of positions in the state of Kansas and in the United States seems to be increasing according to statistics cited earlier in this report, it is gradual. Considering these two factors, that the growth in demand is gradual and the college has produced approximately twice as many qualified personnel as have jobs in administration, this writer concludes that there will be a growing surplus of school administrators in the coming years if the preparation rate is similar to the rate of production in the six-year period covered in this report.

Another finding which might have some influence on the college program is the fact that a majority, 58.1 per cent, of the administrators were employed as elementary principals and another 13.5 per cent were secondary principals. The statement has been made that "since some skills

are peculiar to the superintendency and others to the principalship, a preparation program must provide for special training features which care for this specialization."<sup>1</sup> With the large majority, 71.6 per cent, of the administrators serving in the role of principal, it appears that the demand is greatest in this area and more focus should be placed on preparation for the principalship.

The major reason indicated by non-administrators for not being in administration was a preference for teaching. Very few of the respondents reasoned that they were not employed as administrators because they were not able to get a job or because there seemed to be too many administrators; therefore, it is entirely possible that many of the graduates not in school administration could secure a position if they really desired to do so. Further study of demand for school administrators must be made to validate completely the conclusion that there is a surplus.

The fact that preference for teaching was by far the reason most frequently mentioned (22 to 4 for the next closest reason) by non-administrators for not going into administration might indicate that these people were not guided properly in selection of courses and would have profited more from course work in their teaching field. A selection process for prospective administrators could help eliminate some students really not qualified for administrative positions in the schools.

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<sup>1</sup>Something to Steer By, (Washington: American Association of School Administrators, 1958), p. 7.

The fact that professional advancement ranked at the top of reasons for taking course work in school administration suggests that the choice as made by the individual was as much for improvement of his own personal situation as it was in the interest of better schools. As greater opportunities for professional advancement in teaching fields are developed, the supply of those interested in becoming school administrators may decrease.

### III. RECOMMENDATIONS

With due consideration given to the limitations of the data compiled in this report, the following recommendations are offered:

1. Further research is recommended in the area of supply and demand of school administrators by colleges and universities offering preparation in school administration to discover what percentage of their graduates is taking positions in the field so as to offer prospective students valid data as to the opportunities in this field. This study reveals that slightly over half of the graduates in a six-year period have secured positions and retained them.
2. A better selective process for students capable of doing administrative work in schools should be devised. With nearly half of the graduates either never taking a position or leaving the field for different reasons, it would seem that the graduate schools would do both themselves and the students a service by better determining which students are capable of administrative work in the schools.
3. With 71.6 per cent of the administrators employed as principals, it is recommended that the graduate program in school administration be so constructed so as to place proper emphasis on this position.



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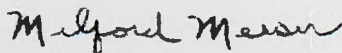
Lewis Field #87  
Hays, Kansas  
May 16, 1963

I am conducting a survey to determine the status of master degree graduates who qualified through preparation for an administrator's certificate. The survey is under the direction of Dr. LaVier Staven of the Department of Education, Fort Hays Kansas State College. According to records at the college you completed requirements for an administrator's certificate between 1955 and 1960. Even though you may not now be employed as a school administrator or have never held an administrative position, your reply is essential to provide complete information for the study.

Please be as specific as you can in making your responses. If you have comments or questions, they are welcome. The term "school administrator" in this survey is to include the entire range of positions involving administrative responsibility.

Your responses will be treated confidentially. You will have access to the information that is gathered as it will be written into summary form as a Master's Report at the college. Your participation in this survey will be greatly appreciated and will make available to prospective school administration students information that has not been previously available at Fort Hays Kansas State College. I am requesting that you complete the enclosed inquiry form and return it to me in the enclosed envelope. It would be greatly appreciated if this could be done on or before May 31.

Sincerely yours,



Milford Messer  
Graduate Student

FORSYTH LIBRARY  
FORT HAYS KANSAS STATE COLLEGE

FOR USE IN LIBRARY ONLY

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A Postal Card  
(second notice)

I recently sent to you a questionnaire requesting information for a study of master degree graduates who qualified through preparation for an administrator's certificate at Fort Hays Kansas State College from 1955 through 1960. As of yet I have not received your reply. If it is convenient for you, please return this form in the near future.

Respectfully,

Milford Messer  
Graduate Student

1. Name \_\_\_\_\_

2. \_\_\_\_\_

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5. \_\_\_\_\_

**APPENDIX B**

**The Questionnaire**

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## FORT HAYS KANSAS STATE COLLEGE

INQUIRY FORM, School Administrator Study. (Note: Responses from those who are not administrators are especially important to the study. For the purposes of this study, school administrators are defined as superintendents, principals, assistant superintendents, and assistant principals, regardless of whether part time is spent in teaching.)

1. Name \_\_\_\_\_ Address \_\_\_\_\_
2. Present Position \_\_\_\_\_
3. At the start of your graduate program, did you intend to become an administrator? ( )Yes ( )No
4. Upon completion of the program, did you desire to become an administrator? ( )Yes ( )No
5. If you had it to do over, would you take courses in school administration? ( )Yes ( )No
6. Do you now hold or have you at any time held an administrator's certificate? ( )Yes ( )No
7. If you are not now a school administrator but were offered an administrative position today, would you give it serious consideration? ( )Yes ( )No
8. Why did you want to become a school administrator? (If more than one of the following reasons were important in your case, please rate according to importance by placing a "1" in the parenthesis before the most important reason and a "2" before the next most important.)
  - ( ) A. There was a shortage of administrative personnel.
  - ( ) B. It was the best opportunity for professional advancement.
  - ( ) C. I had administrative experience in another field.
  - ( ) D. Administration seemed to me to offer greater opportunities for service.
  - ( ) E. The work offered higher salaries.
  - ( ) F. Administration seemed like the best way to implement my educational philosophy.
  - ( ) G. I enjoy being a leader.
  - ( ) H. I thought the work would be more challenging than teaching.
  - ( ) I. Other (please specify): \_\_\_\_\_
9. If you are not now a school administrator, but you have previously been one, why did you leave the field? \_\_\_\_\_



10. If you have never been a school administrator, what is the reason?

\_\_\_\_\_

(Note: If you have never been a school administrator, you may disregard the remainder of the questionnaire.)

11. Was your first administrative position in a school in which you had taught? ( )Yes ( )No
12. How many years did you teach before you became a school administrator? \_\_\_\_\_
13. Your undergraduate major: \_\_\_\_\_ minor: \_\_\_\_\_.
14. What suggestions do you have as to the improvement of the program for preparation of school administrators?

(Note: Please use the back of this sheet for further comments.)

**APPENDIX C**

**Reasons Given for Leaving the Field of  
School Administration**

Reasons Given for Leaving the Field of School Administration

The opportunity to express my feelings and beliefs doesn't exist in public school work.

I prefer teaching children of high school age. An elementary-teaching principal such as I was took much more time and required constant availability; I no longer feel so overworked and tied down.

To assist in the preparation of prospective school administrators.

School closed and I began work on an Ed.D in psychology with administration as a supporting area.

I wished to teach in college.

Inadequate salary. Most school administrators find themselves operating one of the biggest businesses in town. They also spend more hours on the job than the local business executives. For this they receive from \$6,000 to \$10,000 a year. How many school people receive more than \$10,000 in Kansas?

Ignorant and stupid school boards. Most members are substantial property owners and taxpayers. Farmers, druggists, store owners. I personally never knew a board member who had, as a primary objective, the improvement of the school system.

Lack of administrative freedom. Many administrators are so tied to their board's apron strings that they are reduced to the status of an errand boy and bookkeeper.

Poor tenure.

Too few top jobs.

Better opportunities in other areas.

Your time is never your own.

I found that administering my own school I was unable to associate with the profession as much as I'd like.

Pressure of work out of school scope--headaches of parents, teachers, and the general unrest in school work. Too many hours.

I went into college teaching because the work offered higher salaries.

I find more satisfaction in teaching.

To go into college teaching.

To accept a government grant to teach overseas.

Not enough money in second-class cities.

The work was too demanding in terms of time, and was not as rewarding in stimulation as I had anticipated. It did not offer as much personal satisfaction as classroom teaching.

-- --

Professional advancement to a college dean of men.

-- --

Drafted to military service.

-- --

Security and financial opportunities were better as a rural mail carrier.

-- --

I'm leaving the field effective next fall. There is too much pressure in this type of work. I'm going into guidance work with a better salary than I'm now making in administration and I am sure there won't be the pressure and worry that I now have. I'll never take another job in administration anywhere, anytime for any reason.

-- --

Didn't like being principal, full-time teacher, bookkeeper, and substitute bus driver.

-- --

To come to Arizona for better working conditions, higher pay, highly organized teacher associations, better retirement than Kansas has to offer, benefits of all Horace Mann Insurance groups, and more progress in thinking and action.

-- --

I came to Wayne State University to complete a doctorate.

-- --

Money.

-- --

I am leaving the field because the challenge is too much.

-- --

**APPENDIX D**

**Reasons Given for Not Becoming  
School Administrators**



Reasons Given for Not Becoming School Administrators

Good jobs were not available at the time and better opportunities came along.

- - -

I enjoy teaching and have more time for my hobbies.

- - -

I enjoy teaching physical education and coaching.

- - -

After four years of teaching I left the profession for government service where the public pressure is not so great and the salaries better.

- - -

I prefer teaching.

- - -

My interest in administration was to help me gain a better understanding of administration's role in the school. I also considered the possibility of doing work as a director of physical education.

- - -

I don't think I would make a good one because you have to be the type of person I don't enjoy being.

- - -

I believe all teachers should take work in school administration in order to better understand all aspects of the school program. I took it, then, to gain a better understanding of the entire school program.

- - -

I am satisfied as a teacher. Administration courses help me to understand the problems of administration and I may change my mind.

- - -

I do not desire a position in the educational field.

- - -

Have never applied for an administrative position.

- - -

My salary as a teacher here is as high as an administrator's in a smaller school.

- - -

I've found a place where I can stay in the classroom and make a good living.

- - -

Not ready to stop coaching.

- - -

I have not had the opportunity of selecting the position that I want.

- - -

I was not qualified at the time the opportunity presented itself.

- - -

I am more interested in supervision or classroom teaching.

- - -

I prefer guidance.

---  
 Felt that I needed more actual work in the field of teaching before I could understand the problems of administrative duties. While doing this, I have found a teaching field that I enjoy more than the administrative field.

---  
 Personal--family reasons--I can't live too far from my dependent parent.

---  
 Change of states and difference in qualifications.

---  
 There are no openings where I am located.

---  
 My family doesn't want to move.

---  
 I am waiting for the right opportunity to leave coaching.

---  
 I feel that I enjoy coaching and teaching more. Also I now feel that teaching offers as good opportunity for advancement.

---  
 Other job opportunities were presented prior to the time that I felt ready for administrative duties.

---  
 I am interested in the area of supervision of instruction and curriculum but not as a principal or superintendent.

---  
 I have enjoyed teaching and desire more school experience before going into the administrative field.

---  
 I wanted the training so I could be an administrator if the occasion presented itself. I love my job of teaching kindergarten. Also I have my home responsibilities and could not give as much of my time as administration requires.

---  
 The present-day administrator is more of a business than educational position.

---  
 I was offered a job in administration at exactly the same salary that I was receiving as a teacher, but in a poor location.

---  
 I like the town in which I teach, the salary is very good for teaching and principalships come up very seldom.

---  
 I enjoy teaching.

---  
 I felt administration was too far removed from the classroom.

---  
 Enjoy guidance too much to change to administration.

---

I enjoy teaching and want to work with students. Administrators, to be good, must work at the job twenty-four hours a day. My family and church are also important.

- - -

I haven't gained the experience that I feel is necessary for that type of position--I may move into it in a few years.

- - -

I have not desired to do it enough to obtain a credential.

- - -

I like coaching better.

- - -