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An evaluation of educational administration textbooks for junior high school

Roy J. Wolfe
Atlanta University

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AN EVALUATION OF EDUCATIONAL ADMINISTRATION
TEXTBOOKS FOR JUNIOR HIGH SCHOOL

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS

BY
ROY J. WOLFE

ATLANTA UNIVERSITY
ATLANTA, GEORGIA
AUGUST, 1967
DEDICATION

TO

My Wife -- Elise
My Daughter -- Rolise Laurell
and
My Mother -- Mrs. Madie Wolfe

for their patience and inspiration given which aided me to continue the research until it was completed.

R.J.W.
ACKNOWLEDGMENTS

The writer wishes to express sincere thanks and appreciation to everyone who contributed to the successful completion of this study.

Special thanks to my adviser and co-adviser, Dr. Linwood D. Graves and Dr. Laurence E. Boyd, respectively, for their guidance and kindness during the completion of this study.

R.J.W.
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CHAPTER I

INTRODUCTION

Rationale

The success of any project or concern depends greatly on good administration. In our complex society today the training and developing of young minds is one of the most important projects of modern time. This proposal was made with the junior high school serving as the focal point. The junior high school is an intermediate school, typical in large American cities. It includes grades 7-8-9 or 7-8. Increasing school enrollments after 1890 magnified the problem of providing proper education for pupils in the intermediate grades. As the school population practically doubled in each decade up to 1940, it appeared that many pupils would not gain the greatest benefits from plunging into the traditional academic program of the secondary school designed primarily for college preparation. Thus, the possible need and advantages of the junior high school received increased attention. The main function of the junior high school is to continue the training process already established in the elementary school. More specifically, the junior high school is a respectable, established and essential unit in the organizational pattern of public education.

Administrators of the junior high school have borrowed from both the elementary and the high school, and they have added something new.
Instruction and drill in fundamental skills have been continued in varying degrees, and newer practices in elementary education have been adapted to the intermediate grades. From the high school has been taken the scheme of departmental organization of the curriculum found in most junior high schools. By merging these the junior high school may be said to have made progress in integrating the elementary and secondary programs.

The curriculum of the junior high school should be different from that of the senior high school or the elementary school. The bases for this contention are two-fold. First, the junior high school serves a unique group of boys and girls, quite different, developmentally, from elementary school and adolescents in senior high school. Second, the purposes of the junior high school vary considerably from those of the other two units. The program of this institution basically should be one of general education. However, it should be geared specifically to the problems, concerns and interests of the pre-adolescents, early adolescents and to the impacts of society upon their lives. The uniqueness of this age-group and the many unusual, pressing problems which arise in their daily living demand priority consideration in the school as well as in the home.

The junior high schools need the leadership and guidance of efficient administrators in order to meet the needs of today's youth in this rapidly changing society. The role of a good administrator should be one of leadership as well as a title holder. He should spend much of his time working with groups in an effort to understand people and their behavior.

Elicker feels that:
The administrator is responsible for the administration of the school program and even more responsible for its progressive improvement. He, therefore, must be a leader in the improvement of the curriculum; its change and adaptation to the new needs; its supplementation to community demands and its reorganization so it can be administered effectively and in harmony with the philosophy of the school and the stated aims or goals of the educational program.1

A good school administrator will exert every effort to make sure that the functions or philosophy of the junior high school are carried out. Gruhn and Douglas describe the philosophy of the junior high school as an educational program which is designed particularly to meet the needs, the interest, and the ability of boys and girls during early adolescence.2

The administrator is concerned with several tasks in school administration. Hagman writes thusly:

In the practicalities of his job, the administrator, whether superintendent or principal or other officer of the schools, exercise a sevenfold leadership function composed of: (a) leadership in school organization, (b) leadership in the improvement of instruction, (c) leadership in personnel administration, (d) leadership in financial administration, (e) leadership in the administration of the physical plant, (f) leadership in the special school services, and (g) leadership in the community.3

It is evident, then, that a good administrator should be aware of his role and the philosophy of the junior high school. In his training


program, these and many other facets of the educational administration process should be emphasized. In the writer's opinion trained leaders or administrators can carry out these functions efficiently and effectively, provided they have been trained by instructors who shared their experiences and used textbooks containing information which covered these and many other administrative duties and functions.

The school must be one in which children can live and work happily, in which teachers who know and understand children and can put modern concepts of curriculum and methods into practice and in which all types of resources for learning can be used in the most productive ways. The junior high with all of its uniqueness is not an exception to this need.

Evolution of the Problem

This problem was an outgrowth of the writer's experience of having taught in a large comprehensive high school, a junior high school, and the extensive reading which has been required during the writer's period of training. The different approaches made by authors in their discussion of educational administrative leadership created a desire in the writer to seek differences and commonalities in the textbooks used in training program of administrators, and more specifically, those of the junior high school.

Contribution to Educational Knowledge

It is hoped that the information secured from this study will serve to indicate points of agreement and departure of authors of educational administration textbooks in their efforts to provide future junior high school administrators with the basic knowledge which is
needed in efficient and effective administration.

Statement of the Problem

The problem in this study was to analyze and interpret the basic concepts, theories and philosophical points of departure of the professional information which make up the content of educational administration textbooks used in the training of junior high school administrators.

Purpose of the Study

The general purpose of this study was to determine the extent to which selected educational administration textbooks, used in training junior high school administrators, emphasize concepts and theories that are basic to the training of educational administrators. Specifically the purposes of the study were to achieve the following:

1. Identify the major principles and theories that are basic to the training of junior high school administrators.
2. Identify the basic concepts which are vital to the training of junior high school administrators.
3. Determine, if possible, the extent to which the basic concepts, principles and theories provide a latitude of opportunity for the training of junior high school administrators.
4. Analyze and interpret the content material of professional books used in the training of junior high school administrators.
5. Formulate, analyze, interpret and report the findings.

Definition of Terms

Significant terms used in this study are thusly defined:
1. **Content analysis** - a research technique for the objective, systematic, and quantitative description of the manifest content of communication.¹

2. **Humanitarian principles** - Guidelines dealing with the public sense of the right in relationship between persons.

3. **Prudential principles** - Guidelines dealing with the public sense of the practical.

4. **Tempo principles** - Guidelines dealing with impacts of constant and changing values, needs, and insight.

**Locale and Period of the Study**

The study was conducted at Atlanta University, Atlanta, Georgia, during the summer of 1967.

**Method of Research**

The Descriptive-Survey Method of research, utilizing the specific techniques of content analysis of the selected textbooks, for junior high school administrators, was used to gather the necessary data required to fulfill the purposes of the research.

**Description of the Subjects and Instruments**

The subjects and instruments used in the study were the approved educational administration textbooks used in training junior high school administrators, a check list designed to identify the concepts and/or theories which are treated in each textbook, and a rating scale designed to determine the degree of emphasis placed on each concept and/or theory.

Procedural Steps

The procedural steps used in conducting this study were as follows:

1. The pertinent literature was surveyed and has been included in this study.
2. The textbooks were secured and analyzed.
3. The data were interpreted.
4. The conclusions, implications, and recommendations were made in accordance with the purposes.

Survey of Related Literature

The literature reviewed in connection with this study revealed that research in the area of content analysis is quite limited in the field of educational administration and more specifically as it relates to the junior high school. However, the "content analysis techniques have been applied in more recent years. In fact, the output of content analysis studies has sharply increased in every five-year interval over the past thirty years."

The following gives broad headings in outline form of the uses of content analysis:

I. Characteristics of Content
   A. Trends
   B. Development of scholarship
   C. International comparisons
   D. Media and 'level' comparisons

II. Characteristics of the Communicator
   A. Environment
   B. Position
   C. Personality
   D. Intention or motives

III. Characteristics of the Communication
   A. Media
   B. Sign-vehicle content

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1Berelson, op. cit., p. 27.
IV. Characteristics of the Audience
   A. Reaction (applause—voting behavior)
   B. Personality
   C. Position (Social structure)
   D. Environment (political, movie, et cetera)

V. Form
   A. Propaganda technique
   B. Readibility
   C. Style

VI. Producers of Content
   A. Intention
   B. Psychological states
   C. Detection
   D. Intelligence

VII. Audience of Content

VIII. Effects of Content
   A. Attention
   B. Attitudinal and behavioral responses

Berelson also states three general assumptions which are basic to content analysis. They are as follows:

1. Content analysis is often done to reveal the purposes, motives and other characteristics of the communicators as they are (presumably) reflected in the content; or to identify the (presumable) effects of the content upon the attention, attitudes, or acts of readers and listeners.

2. It is assured that there is a common meeting ground between communicator and audience, that is; the content analyst assumes that the 'meanings' which he ascribes to the content, by assigning it to certain categories, corresponds to the 'meanings' intended by the communicator and/or understood by the audience.

3. Content analysis assumes that the quantitative descriptions of communications content is meaningful..., that the frequency of occurrence of various characteristics of the content is itself an important factor in the communications process, under specific conditions.

Content analysis may be approached from a quantitative or qualitative viewpoint. Most writers have made qualification a component of their definition of content analysis. In effect, they have

1Berelson, op. cit., p. 29.

2Ibid., pp. 18-19.
excluded the qualitative approach as being something other than content analysis. Quantitative content is, in the first instance, a statistical technique for obtaining descriptive data on content variables. Its value in this respect is that it offers the possibility of obtaining more precise, objective, and reliable observations about the frequency with which given content characteristics occur either singly or in conjunction with one another. In other words, the quantitative approach substitutes controlled observation and systematic counting for impressionistic ways of observing frequencies of occurrence.

The term qualitative analysis may best be described as:

1. Preliminary reading of communications materials for purposes of hypothesis formation and the discovery of new relationships.
2. An impressionistic procedure for making observations about content characteristics.
3. Dichotomous attributes (i.e., attributes which can be predicted only as belonging or not belonging to an object).
4. A 'flexible' procedure for making content-descriptive observations, or 'coding' judgments as against:
   a) systematic content analysis for purposes of testing hypotheses
   b) a systematic procedure for obtaining precise, objective, and reliable data
   c) attributes which permit exact measurement (i.e., the true quantitative variable) or rank ordering (i.e., the serial)
   d) a 'rigid' procedure for doing the same.

The following content analysis studies were reviewed by this researcher:


2Ibid., pp. 8-9.
Cook's study of the treatment given the Negro in history books in terms of pagination, pictorial representation, comprehension and biases in the history and growth of America revealed the following:

1. That historians who authored these texts were without a sound knowledge of the contributory role played by the Negro during the period of the American Revolution.
2. They treated the Negro in stereotypes of justification and romanticization of the institution of slavery as a beneficial state for Negroes.
3. Their reports failed to give an objective, fair and comprehensive story of the Negro in accounts dealing with their part in both Confederate and Union armies as well as in the homes on the plantations of their masters while away at war fighting to keep him in chains.
4. Authors have ignored and played down the Negroes' role in and contribution to the American cultural advance during the past one hundred years.

In Harris' analysis of textbooks used in training education administrators, the chief interest was in the specific concepts and theories that are considered basic to the training of specialized education administrators. He identified the concepts and theories to determine the extent to which they provided latitude of opportunity

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4Cook, op. cit.
for training administrators. He analyzed and interpreted the content of ten textbooks used in training education administrators. A checklist was designed to identify the concepts and theories that were treated in each text. A rating scale was designed to determine the degree of emphasis placed on each theory or concept. This study revealed the following:

1. Treatment of areas is preferred over treatment of theory and dynamics of human relations.
2. Areas of administration are usually given fuller qualitative treatment than theories and principles.
3. There appears to be agreement of crucial areas of school administration, most texts treat the same areas.
4. They are developed mainly from two points of view:
   a) areas of school administration that are structured
   b) theories and principles structure of administration and the theories and complimentary segments of over-all training to be given school administrators
   c) these concepts, principles, and theories are providing wide latitude of opportunity for training administrators.

In the analysis of fifth grade social studies textbooks, Haynes was concerned with the problem of determining to what extent social studies texts emphasized basic uniform activities and concepts which lead to competent living in a democratic society. The problem was attacked by identifying major social studies concepts basic to the American school and determining to what extent they provided for sequential development of social studies concepts. The extent to which of these concepts provided latitude of opportunity for experiences in history books, geography books, and unified social studies books were examined. The concepts were identified for a democratic society and selected through an examination of philosophical and methodological

\[\text{Harris, op. cit.}\]
approaches to the social studies program as set forth by the authorities in the field. A questionnaire check list using the concepts of democratic living was developed. The content was identified and evaluated by use of the check list and rated according to the emphasis placed on concepts.

In the analysis of geography books none were rated in excellent category, 33.5 per cent good, in the twenty selected concepts, 66.6 per cent inadequate. History texts received ratings of 25 per cent excellent, 37.5 per cent good, 35.5 per cent fair. Unified social studies texts were rated as 30 per cent excellent, 20 per cent good, 40 per cent fair and 10 per cent inadequate. None were found void of all concepts. All had reasonably good emphasis to concepts in American Way of Life.¹

Jacobs' task was to analyze and interpret the range, variety and quality of the professional and non-professional materials which make up the content of the three. The sources examined were the Georgia Teachers and Education Association Herald, (a) Georgia Education Journal, and (b) the National Education Association Journal and the period was 1957 through 1961. Further, the study involved the task of determining, if possible, a statistical comparison of the content of the three periodicals.

This study revealed that of the three Journals analyzed the National Education Association Journal was the criterion of excellence.²

¹Haynes, op. cit.
²Jacobs, op. cit.
CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introduction

The organization and administration of the junior high school today is perhaps one of our most important educational needs. Designing education appropriate to any age level requires a meeting of minds concerning the educational results expected. The writer believes the educational program of the junior high school years should result in young people who have:

1. A sense of positive self-worth and an enhanced understanding of others.

2. A genuine interest and strengthened competence in several areas of learning, and acquaintance with the world of work.

3. Mastery of the basic skills of inquiry and study so that independent work may be pursued more abundantly.

4. An increased capacity to discipline themselves to work, study and play constructively and with satisfaction to themselves and others.

5. A moral and ethical sense which values the goals and processes of a free society.

If the desired results are to be obtained, the role of the administrator is most significant. He must be aware of the many tasks to which educational administrators must devote their time. The major purpose of this study was to determine the extent to which selected educational administration textbooks, emphasize concepts and theories
that are basic to the training of specialized (Junior High School) educational administrators.

The specific purpose of this chapter is to present and analyze the data pertinent to this research. Accordingly, the chapter presents (1) the operational steps in securing the data, (2) the identification and organization of the data, (3) the discussion of the content of each textbook, and (4) the tabular data showing the amount of emphasis placed on each concept or theory.

Operational Steps Used in Securing the Data

Various studies and experts in the area of educational administration have indicated that concepts and theories basic to good administration are important and should be emphasized, it is essential to know to what extent the textbooks are meeting this responsibility. The following steps were used:

1. Eleven educational administration textbooks were selected from the state approved list.
2. Administrative concepts and theories were selected and assigned an alphabet for identification.
3. A questionnaire-checklist was designed in two parts; (a) concepts or areas, and (b) theories or principles, to gather data necessary for the study.
4. The construction of a rating-scale to show the amount of emphasis placed on each concept or theory.
5. The examination of each textbook, using the questionnaire checklist as criteria and guide.

Identification and Organization of Materials

Eleven textbooks were selected and used in this research project. The books were selected from the state approved list of textbooks adopted by the Georgia State Board of Education and further
validated by authorities at Atlanta University. The textbooks were grouped into two groups according to their basic content. The two groups were: (1) those that dealt with concepts and (2) those that dealt with theories or principles of educational administration. The textbooks were assigned a Roman Numeral and retained this identity throughout the study.

The Selected Textbooks

Group I Concepts or Areas


Group II Theories and Principles


The questionnaire-checklist used in this study was constructed with items pertaining to the competencies, functions and duties considered significant in the opinions of authorities and/or accepted criteria in the area of educational administration. It was realized that many of these concepts could be further sub-divided, but every effort was made in the research to include as many sub-areas as possible, and treat them, if they were all related to the listed concepts.

The concepts and theories were arranged and assigned alphabets for identification purposes. These were retained throughout the research. These concepts/theories are listed below.

**Group I - General Concepts or Areas**

a. The school plant  
b. The curriculum  
c. The staff of the school  
d. The schedule  
e. The guidance and counseling program  
f. Student organizations  
g. School discipline  
h. The instructional program  
i. Pupil personnel accounting  
j. School business procedures  
k. The auxiliary activities  
l. Public relations program  
m. The principalship  
n. Evaluation program.¹

**Group II - Theories and Principles**

a. Orientation - background  
b. Humanitarian principles  
c. Prudence principles  
d. Tempo Principles

¹Harris, *op. cit.*, p. 19.
e. Purpose principles and public provisions
f. Administrative process
g. Nature and use of certain forces
h. Subject matter of public school administration.¹

There were four categories used to indicate the level or degree of emphasis placed on the conceptualizations treated in the textbooks. The categories were:

- Excellent or 1
  - Highest in rank (the concept was thought to be very apparent or obviously in the textbook).

- Good or 2
  - Second in rank (the concept was less apparently emphasized).

- Fair or 3
  - Third in rank (the concept was included but not emphasized).

- Absent or 4
  - Lowest in rank (the concept was not included or mentioned in passing and inadequately treated).²

Each textbook was rated according to the degree of emphasis placed on each concept or theory. The totals were taken from the table for each book, divided by 14 (total concept) or 8 (total theories or principles) to get numerical rating. The rating for each textbook is presented in the contextual and tabular data of this chapter.

Reliability of the Data

The basic criteria of reliability for this research are: (a) the representativeness of the sources (authorities and materials), and (b) the objectivity and accuracy manifested in interpreting and reporting

²Haynes, op. cit., p. 27.
Discussion of the Content of Each Textbook

In the sections to follow, discussion has been given to the eleven selected educational administration textbooks.

Textbook I, The Junior High School, treated, to some degree, all but five of the concepts listed on the questionnaire-checklist. The curriculum carried 68 pages or 15 per cent of the space allotted in the textbook. The school plant, school staff, and school schedule carried 26 pages or 6 per cent each of the allotted textbook space. The public relations program carried 25 pages or 6 per cent of the allotted textbook space. The guidance and counseling program and evaluation program carried 24 pages or 5 per cent of the allotted textbook space. There were the dominant content areas treated in this textbook. School discipline, the instructional program, pupil personnel accounting, school business procedures and the auxiliary activities were not treated.

The major areas with which the authors of this textbook were concerned with: (1) the growth and development of the junior high school, for which three chapters were allotted, (2) curriculum and instruction were allotted seven chapters, (3) student personnel administration consisted of two chapters, (4) staff and facilities again two chapters, (5) school relationship and evaluation were allotted three chapters with one chapter being devoted directly to school community relations. This book rated "good" and carried a 6.5 rank on the quantitative rating scale. It was the aim of the authors to try and suggest general directions they believe the modern junior high school should take. The authors presented their thinking in seventeen chapters concerned with
the history, purposes, and functions of the junior high school; the unique nature of early adolescence; the curriculum and instructional program; student personnel problems; problems of staff and housing; articulation problems; school-community relations; and program evaluation. They consider a study of these problems imperative for all these are immediately concerned with the education of early adolescents, for citizens who wish to become informed about separate school units as well as for administrators.

Textbook II, The Administration of Junior and Senior High School, the primary concern of this research treated, to some degree, eleven of the fourteen concepts. The auxiliary activities were considered on 45 pages or 17 per cent of the textbook space was allotted for this concept. The schedule carried 28 pages or 10 per cent of the allotted space. The other concepts treated were: (1) the school plant, (2) the curriculum, (3) the staff of the school, (4) the guidance and counseling program, (5) student organizations, (6) school discipline, (7) the instructional program, (8) the public relations program, and (9) the principalship. Pupil personnel accounting, school business procedures and the evaluation program were not discussed.

The author of this textbook discussed thirteen major areas in an effort to present a useful guide for the beginning of the school year, to assure the school community a good start and to help principals and responsible administrators meet effectively the issues that are inherent in varying degrees in every school and community.

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This textbook was rated as "excellent" and received an overall rank of 2.5.

Textbook III, *Teaching and Learning in the Junior High School*, considered fifteen chapters relating to teaching and learning in the junior high school. It gave some consideration to ten of the fourteen concepts listed on the questionnaire-checklist. Emphases were placed on the instructional program and the curriculum in that 76 pages or 21 per cent and 50 pages or 14 per cent respectively, of the book space emphasized these concepts. The other major areas discussed were: (1) the auxiliary activities, (2) the school plant, (3) the guidance and counseling program, (4) the public relations program, (5) the principal-ship, (6) the staff of the school, and (7) the evaluation program. School discipline was mentioned but not emphasized. The four concepts not treated to any degree were: the schedule, student organizations, pupil personnel accounting and school business procedures.

It is the opinion of the authors that the goals of universal secondary education and to help each child to learn to his maximum capacity can be obtained only through better teaching and learning in the junior high school. This book rated "excellent" and ranked 2.5 among the others in group I.

Textbook IV, *The Modern Junior High School*, had five main sections, the first dealing with the history and philosophy of the junior high school, and the second section dealing with the instructional program. It should be noted here that the curriculum is included in this main section. The third section considers the guidance and counseling program, and extra-class activities. Organization and administration
made up the fourth section and looking ahead to problems facing the junior high school constituted the fifth major section. This book is designed to help teachers, citizens study groups and administrators meet and solve problems that are connected with the junior high school program.

The instructional program and the curriculum comprised 272 pages or 65 per cent of the content treated in the textbook. The evaluation program, the auxiliary activities, the guidance and counseling program and the staff of the school were the other concepts or areas receiving emphasis. The public relations program, pupil personnel accounting and school business procedures received no content treatment. This textbook treated, to some degree, eleven or 79 per cent of the concepts. A rating of "excellent" was assigned to this textbook. It ranked quantitatively, among the other books, 4.5.

Textbook V, \textit{School Administration Procedures and Policies}, covered twelve major topics: (1) the administration of school-community relations, (2) relationships with the board of education, (3) administration of professional growth and relationships, (4) administration and supervisory techniques, (5) administration of equipment and supplies, (6) administration of finance, (7) administration of buildings and grounds, (8) administration of guidance, (9) administration of office functions, (10) administering the program of special activities, (11) administering the curriculum and (12) policies and principles of administration. Treated in the content of this textbook were thirteen of the fourteen concepts listed on the questionnaire-checklist. It placed major emphasis on the principalship, the school plant, the
curriculum, the guidance and counseling program, the public relations
program, student organizations and auxiliary activities. This textbook
received a rating of "excellent" in that it treated 13 or 93 per cent of
the concepts listed on the questionnaire-checklist. It ranked first
among the nine books.

This textbook presents the inexperienced administrator, a statement
of major policies, principles, and procedures by which good administrative
practice is governed and made functional. For the administrator who
seeks solutions for the immediate problem of administration, the attempt
is made to present workable arrangements and step-by-step procedures that
are consistent with sound administrative practice and professional ob-
jectives.

Textbook VI, School Administration, treated, to some degree, ten or
71 per cent of the concepts listed on the questionnaire-checklist. It did
not consider, the schedule, student organizations, school discipline,
and the evaluation program. Perhaps it is important to mention here the
amount of textbook space used to emphasize the role of the federal
government to education. This area constituted 44 pages or 8.5 per cent;
this area of education has become increasingly important in recent years.

The author of this textbook treated five major areas, (1) the
background or philosophy, (2) functional administration, (3) the com-
munity administration, (4) the state education authority and (5) the
federal government and education. In these five major areas, the school
plant, the staff of the school, pupil personnel accounting, school busi-
ness procedures, the instructional program, public relations program, the
principalship, and the curriculum, received adequate discussion. This
book received a rating of "good" and ranked eighth among the nine selected textbooks.

Textbook VII, *Educational Administration*, consisted of three major sections. The first section is concerned primarily with basic principles and emerging concepts relating to the organization and administration of education, the second part dealing with the implications of these principles and concepts for the organization of public education, and the third part dealing with a discussion on the implications for the administration of the educational program. The authors of this textbook believe that future leaders in educational administration must be able to help people identify important emerging issues, and to provide leadership in developing procedures designed to bring about their solution. More specifically, they believe this to be of great value and benefit to practicing administrators. Of the concepts being analyzed, 11 or 79 per cent were treated to some degree. School business procedures received better treatment than any other concept in that 84 pages or 15 per cent received attention. The school plant, the staff of the school, the instructional program, pupil personnel accounting, the public relations program and the principalship were the other areas adequately discussed. This textbook was rated "good" and ranked 6.5 among the other eight.

Textbook VIII, *The Junior High School Today and Tomorrow*, devoted 34 pages or 8 per cent of the content to public relations, 39 pages or 10 per cent to the instructional program, 22 pages or 5 per cent to the principalship and 20 pages or 5 per cent to the curriculum. It treated, to some degree, five of the other concepts. Not treated to any degree were: the school plant, the staff of the school, student organizations,
pupil personnel accounting and school business procedures. This textbook treated 9 or 64 per cent of the concepts listed on the questionnaire-checklist. This book is designed to provide some solutions to the problems that administrators face as they study the why and how of changing the traditional school patterns of today into the modern patterns of tomorrow. It received a rating of "good" and ranked ninth.

Textbook IX, *Practices and Trends in School Administration*, treated eleven of the fourteen concepts. It gave major consideration to, the school staff, school business procedures and the auxiliary activities. These three concepts were treated on 111, 117 and 63 pages, respectively. Actually, these three concepts constituted 291 pages or 52 per cent of the content in this textbook. It treated all other concepts to some degree except, the schedule, pupil personnel accounting and school discipline.

It was interesting to note that this textbook devoted its last chapter to administrators of today and tomorrow. This observation suggests to the researcher that these authors were looking to the future and the forever changing trends of education. This however, should be the consideration of every educational administrator.

This textbook was written to help students and on-the-job practitioners in school administration to exert leadership in line with emerging trends. The authors set forth policies and procedures for, (1) sound business management, (2) personnel administration, and (3) community cooperation as a means of continuously improving instruction. These are most significant if the goal of administration is the furtherance of pupil welfare through better classroom learning.
This textbook treated 79 per cent of the listed concepts and received a rating of "excellent." It ranked 4.5 among the nine books listed in group one.

Textbook I, group II, Principles of School Administration, was placed in a group separate from the other textbooks because of the nature of its philosophical point of departure. Its main objective was to contribute to wiser and more effective school administration by identifying a series of common-sense principles. In the view of the authors, there are two essential levels of approaches to professional training and development of administrators; (1) knowledge of the mechanics, servicing, and handling of the tools and agents essential to perform the specific acts and to meet responsibilities of administering an educational unit of whatever size; and (2) understanding of the forces, purposes, ethics, and criteria of success or failure that provides a sense of appropriateness and proportion in the selection and use of knowledge. Of the 451 pages that made up the content of this textbook, 27 pages or 6 per cent dealt with the orientation of value systems with school administration. The humanitarian principles were treated on 81 pages or 18 per cent of the content. These four principles which may be referred to as the four common-sense principles are a unique series of considerations without which any overall treatment of school administration will fall short of the mark. A common thread that ties the humanitarian principles together is regard for the individual. Democracy with its emphasis on freedom and uniqueness of personality, justice with its concern for protecting the person against the system, equality with its commitment of society to do something to even things up for these unfavored by
nature, all have this common basis. The tempo principles constituted 171 pages or 38 per cent of the textbook space. A single chapter was devoted to each of the sub-areas adaptability, flexibility and stability. In another division of the textbook, 60 pages or 13 per cent made an attempt at synthesis, a putting together. It consisted of 14 principles which dealt with the application of these principles to the warp of administration. The prudence principles were treated on 53 pages or 12 per cent. The last chapter of this textbook consisted of 119 pages or 26 per cent of the total book space. It made up a supplement concerning itself with important threads in social and individual purposes of the public provision of education.

Textbook II, group II, The Nature of the Administrative Process, also differed in nature of its content. This textbook centers around three main headings, (1) an analysis of the administrative process, (2) the nature and use of certain forces in administrative procedures and (3) subject matter of public school administration. The first areas analyzes the administrative process at a close range in that it discusses the basic areas of planning, organizing, directing, coordinating, and controlling the administrative process. Part II dealt with the forces used, together with some of the ways in which these forces may be employed or applied for emerging or shaping the administrative process. Part III suggested or gave consideration as to how this process could be done. Of the eight theories or philosophical points-of-departure, four received adequate treatment. The administrative process was treated on 244 pages or 39 per cent of the content dealt with this subject. The nature and use of certain forces essential to the administrative process
were allotted 195 pages or 31 per cent of the content. The subject of public school administration constituted 128 pages or 21 per cent of the textbook space. The author of this textbook attempts to find a more fundamental basis for the criticism and improvement of administrative practice. He also suggests the need for a sounder and more widely understood underlying philosophy as well as a more comprehensive and thorough analysis and interpretation of the facts of practice if basic principles are to be devoted and distinguished from the tricks of the trade.

Introduction to the Presentation of the Tabular Data

The quantitative data on the content-analysis of the conceptual and philosophical frame-of-reference of the educational administration textbooks have been organized in a series of six tables. They are as follows: (a) Table 1, page 29, shows the number and per cent of pages treated or not treated for the respective concepts listed on the questionnaire-checklist; it also shows the number of pages that each concept was allotted in each textbook, the average number of pages per concept as treated in the textbooks in group I. This data further reveal the rank of each concept in terms of the overall emphasis that it received, (b) Table 2, page 32, indicates the rating each book received in terms of the emphasis it placed on the respective concepts, (c) Table 3, visualizes the number and percent of pages treated or not treated for the respective theories or principles listed on the questionnaire-checklist, (d) Table 4, indicates the rating each textbook in group II received according to the emphasis it placed on each theory or principle, (e) Table 5, gives a quantitative interpretation of each textbook used in the research, in
terms of the total weight and average weight. It further indicates whether the overall rating was either excellent, good or fair, this also indicates how the books ranked with each other, (f) Table 6, simply indicates the number and the per cent of concepts and theories treated in each textbook. It also indicates how each book ranked with the others in terms of the concept percentage. The discussion of these tables is found under the following headings:

1. Concepts of educational administration
2. Theories and principles of the administrative process
3. An analysis of the concepts or areas as treated in the textbooks.

Concepts of educational administration

The tabulation in Table 1, page 29 indicates that Textbook I treated nine or 64 per cent of the concepts listed on the questionnaire-checklist. It devoted the largest number of pages to the curriculum. This publication discussed adequately the school plant, the staff of the school, the schedule, the guidance and counseling program, the public relations program and the evaluation program. Not discussed at all or to a degree of adequacy were: student organizations, school discipline, the instructional program, pupil personnel accounting, school business procedures, the auxiliary activities and the principalship. Of the 447 pages in this publication, 223 pages or 49.8 per cent treated nine of the listed concepts.

Textbook II, considered eleven or 79 per cent of the selected concepts. It gave most consideration to the auxiliary activities. It treated ten other concepts to a degree of adequacy, exceptions were:
# TABLE 1

RATINGS AS OBTAINED TO THE NUMBER OF PAGES USED IN TREATING CONCEPTS IN GROUP I TEXTBOOKS

<table>
<thead>
<tr>
<th>Concept or Area</th>
<th>Textbooks</th>
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<tr>
<td></td>
<td>447 Pages</td>
</tr>
<tr>
<td></td>
<td>Num</td>
</tr>
<tr>
<td>The school plant</td>
<td>28</td>
</tr>
<tr>
<td>The curriculum</td>
<td>68</td>
</tr>
<tr>
<td>The school staff</td>
<td>26</td>
</tr>
<tr>
<td>The schedule</td>
<td>26</td>
</tr>
<tr>
<td>The guidance and counseling program</td>
<td>24</td>
</tr>
<tr>
<td>Student organisations</td>
<td>4</td>
</tr>
<tr>
<td>School discipline</td>
<td>0</td>
</tr>
<tr>
<td>Instructional program</td>
<td>0</td>
</tr>
<tr>
<td>Pupil personnel accounting</td>
<td>0</td>
</tr>
<tr>
<td>Business procedures</td>
<td>0</td>
</tr>
<tr>
<td>The auxiliary activities</td>
<td>0</td>
</tr>
<tr>
<td>Public relations program</td>
<td>25</td>
</tr>
<tr>
<td>The principalship</td>
<td>2</td>
</tr>
<tr>
<td>Evaluation program</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>223</td>
</tr>
<tr>
<td>Average</td>
<td>159</td>
</tr>
</tbody>
</table>
pupil personnel accounting, school business procedures and the evaluation program.

Textbook III, considered ten or 71 per cent of the listed concepts. It placed emphasis on the instructional program, the curriculum, the auxiliary activities and the school plant. It also considered the school staff, the guidance and counseling program, the public relations program, the principalship and the evaluation program. This publication did not emphasize the schedule, pupil personnel accounting and school business procedures. This textbook did, however, devote 269 of its 367 pages to the selected concepts.

Textbook IV, considered eleven or 79 per cent of the concepts considered to be basic to educational administration. These eleven concepts constituted 397 pages or 94.7 per cent of the book space. These authors dwelt heavily on the instructional program and the curriculum. These two concepts alone constituted 272 pages. Not treated by these authors were: pupil personnel accounting, school business procedures and the public relations program.

Textbook V treated more of the concepts than any of the other books in group I. This publication considered thirteen or 93 per cent of the selected concepts. It emphasized the school plant, the curriculum and the principalship. It gave adequate consideration to all of the other concepts except the staff of the school. This textbook contributed 88.8 per cent of its content to the selected concepts.

Textbook VI treated, to some degree, ten of the fourteen concepts on the questionnaire-checklist. It considered all ten with a fair degree of adequacy. This textbook did not consider, student organizations,
school discipline, the schedule and the evaluation program.

Textbook VII treated eleven or 79 per cent of the selected concepts. Its' content gave most consideration to, school business procedures, the instructional program, the school plant, the staff of the school and the evaluation program. This textbook did not consider, the schedule, student organizations and school discipline.

Textbook VIII treated, to some degree, nine or 64 per cent of the desired concepts. This textbook gave most consideration to, the curriculum, the instructional program, the public relations program, the principalship and the evaluative program. Treated mildly were, the schedule, the guidance and counseling program, school discipline and the auxiliary activities. Not treated in this publication were, the school plant, the staff of the school, student organizations, pupil personnel accounting and school business procedures. Of the 406 pages, 150 pages or 36.9 per cent devoted to the nine concepts treated.

Textbook IX considered eleven or 79 per cent of the concepts listed on the questionnaire-checklist. It strongly considered, the staff of the school, school business procedures and the auxiliary activities. It considered to a degree of adequacy six of the other concepts. Not treated to any degree were, the schedule, school discipline and pupil personnel accounting. Of the 558 pages, 395 or 70.7 per cent of the textbook considered the eleven concepts mentioned.

The rank order of each educational administration concept or area is shown in Table 1.
### Table 2

**RATINGS AS RELATED TO THE CONTAINING OF CONCEPTS IN GROUP I TESTBOOKS**

<table>
<thead>
<tr>
<th>Concept Area</th>
<th>Testbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>The School plant</td>
<td>2</td>
</tr>
<tr>
<td>The curriculum</td>
<td>1</td>
</tr>
<tr>
<td>The staff of the school</td>
<td>2</td>
</tr>
<tr>
<td>The schedule</td>
<td>2</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Student organizations</td>
<td>4</td>
</tr>
<tr>
<td>School discipline</td>
<td>4</td>
</tr>
<tr>
<td>Instructional program</td>
<td>4</td>
</tr>
<tr>
<td>Pupil personnel Acct.</td>
<td>4</td>
</tr>
<tr>
<td>School business proc.</td>
<td>4</td>
</tr>
<tr>
<td>The auxiliary activities</td>
<td>4</td>
</tr>
<tr>
<td>Public relations program</td>
<td>2</td>
</tr>
<tr>
<td>The principalship</td>
<td>3</td>
</tr>
<tr>
<td>Evaluation program</td>
<td>3</td>
</tr>
</tbody>
</table>

Total weight     42 38 38 39 33 43 42 47 39
Average weight 3.0 2.7 2.7 2.78 2.35 3.07 3.0 3.35 2.78

Table 2 shows a numerical rating for each concept treated in each of the textbooks. Numbers 1, 2, 3, or 4 indicate whether the concept was considered to be treated excellent, good, fair, absent or mentioned in passing. This data indicate that Textbook V emphasized to a better degree all of the concepts and, consequently, rated highest.

Textbook II and III, as indicated, have the second lowest total weights with 38 points each and an average weight of 2.70 each. This indicates that these two publications rated fair or less adequate in more areas than the preceding textbook.
Textbooks IV and IX, each had a total weight of 39 points and an average weight of 2.78. These two publications rated third in terms of the total weight and average weight.

Textbooks I and VII treated most of the concepts either good, fair or inadequate. Each received one excellent rating. The total and average weight of the two books were 42 and 3.00, respectively.

Textbook VI received most ratings of either good or fair. Four of its treatments were considered to be inadequate. This textbook registered a total weight of 43 and an average weight of 3.07.

Textbook VIII rated lowest among the books analyzed. It rated fair in nine areas and inadequate in four others. The total weight and average weight for this publication were 47 and 3.35, respectively.

Theories and Principles of the administrative process

The tabulations in Table 3, indicate that Book II devoted the most pages to the theories and principles of the administrative process. Of the 623 pages, 605 or 97 per cent were devoted to the theories and principles of the administrative process. Textbook I contributed 94 per cent of the textbook space to theories and principles of the administrative process. It should be observed that the difference between the two books is minute, in terms of the per cent of the book space devoted to the theories and principles.

Table 4, indicates the amount of emphasis placed upon the theories. It may be noted here that both textbooks either emphasized strongly the theory or did not consider it at all. The exception being theory, the prudence principle, which was included but not emphasized in Textbook II.
### TABLE 3

Ratings as related to the number of pages used in treating theories or principles in Group II textbooks

<table>
<thead>
<tr>
<th>Theory or Principles</th>
<th>Textbooks</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number Pages</td>
<td>Per Cent</td>
<td>Number Pages</td>
</tr>
<tr>
<td>Orientation-background</td>
<td>27</td>
<td>6</td>
<td>35</td>
</tr>
<tr>
<td>Humanitarian principles</td>
<td>81</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Prudence principles</td>
<td>53</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Tempo Principles</td>
<td>171</td>
<td>38</td>
<td>0</td>
</tr>
<tr>
<td>Purposes principles and public provisions</td>
<td>91</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Administrative process</td>
<td>0</td>
<td>0</td>
<td>244</td>
</tr>
<tr>
<td>Nature and use of certain forces</td>
<td>0</td>
<td>0</td>
<td>195</td>
</tr>
<tr>
<td>Subject matter of public school administration</td>
<td>0</td>
<td>0</td>
<td>128</td>
</tr>
<tr>
<td>Total weight</td>
<td>423</td>
<td>94</td>
<td>605</td>
</tr>
<tr>
<td>Average weight</td>
<td>52.9</td>
<td>11.7</td>
<td>75.6</td>
</tr>
<tr>
<td>Theory or Principles</td>
<td>Textbooks</td>
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<td>I</td>
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<tr>
<td>Orientation-background</td>
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<tr>
<td>Humanitarian principles</td>
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<td>1</td>
<td>4</td>
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<td>Tempo principles</td>
<td>1</td>
<td>4</td>
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<td>Purpose principles and public provisions</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Administrative process</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Nature and use of certain forces</td>
<td>4</td>
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<tr>
<td>Subject matter of public school administration</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total weight</td>
<td>18</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Average weight</td>
<td>2.25</td>
<td>2.62</td>
<td></td>
</tr>
</tbody>
</table>
Analysis of the concepts or areas as treated in the textbook

The data in Table 5, presents the quantitative interpretation on the fourteen concepts and eight theories or principles. Each textbook was rated from the average weight assigned according to the degree of emphasis placed on the concept or theory. In rating the textbooks, all were placed in one of the three categories according to the range used.

The numerical ratings used are given below:

- Excellent: 2.0 - 2.8
- Good: 2.9 - 3.7
- Fair: 3.8 - 4.6

Table 6, shows the number of concepts treated in each textbook and the corresponding per cent. The textbooks were then ranked according to this procedure.

Rank Order of the Fourteen Concepts or Areas

The following steps were used in ranking the fourteen concepts or areas of educational administration as indicated on the questionnaire-checklist:

1. A survey was made to abstract all concepts that were treated in each textbook.

2. The number of pages devoted to each concept in each of the nine books were total and averaged.

3. The concepts were ranked according to the total number of pages consumed.
TABLE 5

QUANTITATIVE INTERPRETATION OF CONCEPTS AND THEORIES OR PRINCIPLES IN GROUPS I AND II TEXTBOOKS

<table>
<thead>
<tr>
<th>Books</th>
<th>Total Weight</th>
<th>Average Weight</th>
<th>Excellent 2.0 - 2.8</th>
<th>Good 2.9 - 3.7</th>
<th>Fair 3.8 - 4.6</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
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<td></td>
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<tr>
<td>I</td>
<td>42</td>
<td>3.00</td>
<td>X</td>
<td></td>
<td></td>
<td>6.5</td>
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<tr>
<td>II</td>
<td>38</td>
<td>2.70</td>
<td>X</td>
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<tr>
<td>III</td>
<td>38</td>
<td>2.70</td>
<td>X</td>
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<td>2.5</td>
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<td>2.78</td>
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<tr>
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<td>X</td>
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<tr>
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<td>I</td>
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<td>2.62</td>
<td>X</td>
<td></td>
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<td>Books</td>
<td>Number Concepts</td>
<td>Per Cent</td>
<td>Rank</td>
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<tr>
<td>III</td>
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CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Recapitulation of Basic Conceptualizations

There is an urgency today that demands a close and critical look at much that is being done in education for the junior high school years. The writer believes that a change growing out of knowledge about adolescence and society is needed in most junior high schools today. The direction of change in junior high school education should be guided by the fundamental needs of all young people in a complex democratic society. The best known about good educational practice should be used in designing the junior high school program. Professional educators, teachers and administrators must take leadership and responsibility in working with parents and interested citizens in envisioning and interpreting the junior high school program.

The report of this research presented in Chapter I of this thesis indicated that the problem is an outgrowth of the writer's experience of having taught in a large comprehensive high school, a junior high school and the extensive reading which has been required during the writer's period of training. The different approaches made by the authors in their discussion of educational administrative leadership created a desire in the writer to seek differences and commonalities in the training program of administrators and more specifically those of
the junior high school.

It is hoped that the information secured from this study will serve to indicate points of agreement and departure of authors of educational administration textbooks in their efforts to provide future junior high school administrators with the basic knowledge which is needed in efficient and effective administration.

The problem involved in this study was to analyze and interpret the basic concepts, theories and philosophical points of departure of professional information which make up the content of educational administration textbooks used in the training of junior high school administrators.

The major limitations of this research were to limit the selected textbooks to and to make use of those educational administration textbooks used in the training of junior high school administrators.

The general purpose of this study was to determine the extent to which selected educational administration textbooks, used in training junior high school administrators, emphasize concepts and theories that are basic to the training of educational administrators.

Recapitulation of the Research Design

Significant aspects of the research design of this study are listed below.

1. **Locale and period of study** - This study was conducted at the School of Education, Atlanta University, Atlanta, Georgia, during the summer, 1967.

2. **Method of research** - The Descriptive-Survey Method of research, utilizing the specific techniques of content analysis and statistical treatment, was used to gather data.
3. **Materials and subjects of the study** - The subjects and basic instruments involved in this research were: (a) eleven educational administrative textbooks used to train junior high school administrators, and (b) a questionnaire-checklist designed in two parts to identify the established concepts and theories. The major instruments used to collect the required data was a specially constructed questionnaire-checklist designed to secure, categorize, and evaluate the data on the concepts and theories desired from the eleven educational administration textbooks.

4. **Criteria of reliability** - The basic criteria of reliability for this research are: (a) the representativeness of the sources (authorities and materials) and (b) the objectivity and accuracy manifested in interpreting and reporting the data.

5. **Treatment of data** - The data collected through the use of the questionnaire-checklist were treated with reference to degree and per cent of emphasis given by each of the textbooks. The data were presented in textual and tabular form in Chapter II.

**Summary of Related Literature**

The literature reviewed in connection with this study was concerned primarily with the area of content analysis. The summation of the literature pertinent to this research is given as follows:

1. Content analysis have been applied in more recent years. In fact, the output of content analysis studies have sharply increased in every five year intervals over the past thirty years.\(^1\)

2. Content analysis is a research technique for the objective, systematic and quantitative description of manifest content of communication.\(^2\)

3. Content analysis is often done to reveal purpose, motives, and characteristics of the communicators upon the

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\(^1\) Barellson, *op. cit.*, p. 27.

attention, attitudes, or acts of readers or listeners.1

4. There is a common meeting ground between communicator and audience.2

5. In content analysis the quantitative factor is important and meaningful.3

6. Content analysis may be approached from a quantitative or qualitative viewpoint.4

7. Quantitative content is a statistical technique for obtaining descriptive data on content variables.5

8. The treatment given the Negro in history books in terms of pagination, pictorial representation, comprehension and biases in the history and growth of America revealed that the historians were without sound knowledge of the contributory role played by the Negro during American Revolution. They treated the Negro in stereotypes of justification and romanticization of the institution of slavery.6

9. There appears to be agreement of crucial areas of school administration; areas of administration and human dynamics, and theories and principle structure of administration.7

10. In the analysis of fifth grade social studies textbooks, all had a reasonably good emphasis to concepts in American way of Life.8

11. It was revealed in the study of the three Journals analyzed,

1Ibid., p. 29.
3Ibid.
4Pool, loc. cit., p. 189.
5Ibid.
6Cook, loc. cit.
7Harris, loc. cit.
8Haynes, loc. cit.
the National Education Association Journal was the criterion of excellence.¹

The survey of related literature aided the writer in the presentation and interpretation of the content of this thesis.

Summary of Basic Findings

The significant findings of this research were summarized and are presented in the paragraphs to follow. The more comprehensive data are set forth in Chapter II.

Ratings as Related to the Number of Pages Used in Treating Concepts in Group I Textbooks

Table 1

It was revealed in Table 1, that Textbook V treated thirteen of the fourteen listed concepts. It was indicated in this table that no textbooks considered less than nine of the selected concepts. Table 1 further shows that concept II, the instructional program, was treated in eight of the nine textbooks used in this group, ranging from 9 pages to 155 pages.

Ratings as Related to the Containing of Concepts in Group I Textbooks

Table 2

Table 2 visualizes the numerical rating that each book received for each concept. It is revealed in this data that textbook V had the lowest numerical rating and Textbook VIII had the highest numerical rating.

Ratings as Related to the Number of Pages Used in Treating Theories or Principles in Group II Textbooks

Table 3

In Textbook I, the tempo principles were treated on 171 pages.

¹Jacobs, loc. cit.
These pages represented 38 per cent of the total content. The purpose principles and public provisions were treated on 91 pages or 20 per cent. In Textbook II, the administrative process was discussed on 244 pages or 39 per cent of the content considered this principle.

Ratings as Related to the Emphasis Given to Theories and Principles in Group II Textbooks

Table 4

The theories and principles rating table showed that Textbook I, received the lowest number of points and Textbook II, received the highest number of points, thereby causing it to rate second of the two books. However, it was noted that there were very little difference between the two publications in terms of total weight and average weight.

Quantitative Interpretation of Concepts and Theories or Principles in Groups I and II Textbooks

Table 5

The data presented in this table show that five of the textbooks in group I received an excellent interpretation rating and four textbooks received a good interpretative rating. It is also revealed in this table that both books in Group II, received an excellent interpretative rating. An interpretation of the data in Table 5 indicates that there is some agreement among the authors of the selected textbooks as to the type of subject areas appropriate and necessary in the educational training program.

Total Concepts Attended in Each Textbook of Groups I and II

Table 6

Table 6 indicates the number of concepts and theories treated in each textbook, also a corresponding per cent. This data further indicate how each textbook ranked in terms of the number and per cent of concepts and theories treated. It was revealed in this data that Book V continued to rank as the number one textbook.

Conclusions

The analysis and interpretation of the data pertinent to this
study would seem to warrant the following conclusions:

1. That the treatment of the areas of school administration is preferred over the treatment of theories about school administration and the dynamics of human relations.

2. That the areas of administration are usually given a better quantitative treatment than are the theories and principles of administration.

3. That there appears to be an agreement upon the important and significant areas of school administration.

4. That the concepts, theories and principles found in the textbooks tend to provide a wide latitude of opportunity for the training of administrators.

5. That both of the approaches of areas of administration and theories are significant and complimentary segments of the overall training to be given the school administrators.

6. That educational administration has been developed mainly from two-points of view, (a) the area of school administration, and (b) the theories and principles of school administration.

Implications

The findings and conclusions of this research seem to justify the following implications:

1. There appears to be unity among the educational leaders as to the kind of information that should be included in the content of educational administration textbooks.

2. The textbooks are strongly emphasizing concepts and theories in an effort to present administrators a guideline to effectiveness and efficiency.

Recommendations

Careful analysis and interpretation of the basic findings, conclusions and implications from this research would appear to warrant the following recommendations:

1. That most junior high school administration textbooks should place greater emphasis on the philosophy and
objectives of the junior high school.

2. That most educational administration textbooks should place more emphasis on the following areas on the junior high school level:

   (a) scheduling
   (b) discipline

3. That the training of educational administrators should place emphasis on at least two areas, namely, the structure of school administration and the theory and dynamics of school administration.
BIBLIOGRAPHY

Books


Reports


Unpublished Materials


VITA

Wolfe, Roy J., 32°


Field of Concentration: Undergraduate - Mathematics and Social Science, Graduate - Educational Administration.

Personal Information: Married, one child
Member: Warren Methodist Church
         Alpha Phi Alpha Fraternity
         Georgia Teachers and Education Association
         and National Education Association.
APPENDIXES
APPENDIX A

BIOGRAPHICAL SKETCHES OF THE AUTHORS

Bossing, Nelson Louis (Ph.D.), Professor of Education, College of Education, Southern Illinois University, Carbondale, Illinois. He was born in Portland, Oregon, March 25, 1893. He received his A.B. degree from Wesleyan University, 1917; B. D., Garrett Biblical Institution, 1921; M.A., Northwestern University, 1922; Ph.D., University of Chicago, 1925. He has contributed to Bulletins and Educational Journals. He co-authored: Youth Faces Its Problems, 1950; Developing the Core Curriculum, 1951; and the Junior High School, 1965. He authored such books as: Progressive Methods of Teaching in Secondary Schools, 1935. Principles of Secondary Education, 1949 and many others.

Elicker, Paul Edgar, American education born in 1894. He received his A.B. degree in 1914, Ursinus College; A.M. 1921 Columbia; Ed.M. 1931, Harvard; Sc.D 1951 Boston University. He was Editor of the Bulletin, Student Life, Educator. He co-authored: Planning for American Youth, 1944. He authored, The Administration of Junior and Senior High Schools and others.

Faunce, Roland Cleo, (Ph.D.), Professor of Secondary Education, Wayne State University, Detroit 2, Michigan. Faunce was born in Chaboygan County, Michigan, August 29, 1905. He received his A.B.

Gruhn, William Theodore (Ph.D.), Professor of Education University of Connecticut, Storrs, Connecticut. He was born in Bridgeport, Connecticut, November 11, 1904. He received his B.S. degree in Education from Northern State Teachers College, Aberdeen, S. D., 1926; M.A. from the University of Minnesota, 1933; Ph.D., University of North Carolina, 1940. He authored: The Modern Junior High School, 1956, Student Teaching in the Elementary School, 1957; Principles and Practices of Secondary Education, 1962.


Moehlman, Arthur B. American Education (School Administration, public school finance and plants, Michigan). He was born in 1889. B.A.
APPENDIX A--Continued

1912, M.A. 1921 and Ph.D. 1923, University of Michigan. He authored such books as Public School Relations, 1927; Public School Finance, 1927; School Administration, 1965 and many others.

Morphet, Edgar L, Professor of Education, University of Alabama. He was born near Grass Creek, Indiana, January 25, 1895. He received his A.B. degree from Indiana State Normal in 1918, M.A. Teachers College, Columbia University, 1925; Ph.D. Teachers College, Columbia University, 1927. He authored: The Measurement and Interpretation of School Building Utilization, 1927; School Administration Procedures and others.

Mort, Paul R. American public education (Finance methods, Law, principles). He was born in 1894. A.B. degree 1916 Indiana University; A.M. 1922 and Ph.D., 1924 from Teachers College, Columbia University. He has authored such books as: The Measurement of Educational Need, 1924; State Support of Public Schools, 1926; Principles of School Administration, 1946 and others.

Noar, Gertrude (Miss), National Director of Education, Anti-Defamation League of B'nai B'rith. She was born in Philadelphia, Pa. She received her B.S. degree from the University of Pennsylvania, 1919; M.A. from the University of Pennsylvania, 1922. She has worked as an Elementary School Teacher and a Senior High School Teacher. She authored such books as: Freedom to Live and Learn, 1948; The Junior High School Today and Tomorrow, 1961 and Information is Not Enough, 1958. She has written segments of several resource units: "Prejudice

Sears, Jesse B., Professor of Education, Stanford University, Stanford University, California. He was born in Eidder, Missouri, September 25, 1876. He received his A.B. degree from Stanford University in 1909; Ph.D., Columbia University, 1920. He authored: Spelling Efficiency in the Oakland School; Classroom Organization and Control, 1918; The Nature of the Administrative Process, and others.

Stoops, Emory, (Ed.D.), Professor, Educational Administration and Supervisor, University of Southern California, Los Angeles, California. He was born in Pratt, Kansas, December 13, 1902. A.B., University of Colorado, 1930; M.A. University of Southern California, 1934; Ed.D., University of Southern California. He authored such books as: Planning Your Job Future, 1953; Principles and Practices in Guidance, 1959; Practices and Trends in School Administration, and others.
APPENDIX B

BREAKDOWN OF ADMINISTRATIVE DATA

A. The School Plant

1. Criteria of Needs
2. The Site and Layout
3. The Structure
   a. Instructional needs
   b. Non-instructional needs
   c. Economy of provisions
4. Equipment, furnishigs, and facilities
5. School Grounds
6. Management and Supervision of the School Plant

B. The Curriculum

1. The Philosophy of the Curriculum
2. The Objectives of the Curriculum
3. The Structure of the Curriculum
4. The Organizational "Patterns" of the Curriculum
5. The Criteria for the Curriculum

C. The Staff of the School

1. The Philosophy of Personnel
2. The types of Personnels of the Staff
3. The Personnel Qualifications
   a. Training
   b. Selection
   c. Assignment
   d. Supervision
   e. Improvement in Service
4. The Professional Relationship of the Staff
   a. Horizontal Plans
   b. Vertical Plane
   c. Community

D. The Schedule (Programming School Activities)

1. The Philosophy of the Schedule
2. The Objectives of the Schedule
3. The Structure of the Schedule
4. The Operation of the Schedule
APENDIX B--Continued

5. The criteria for the Excellent Schedule
6. The Techniques in Schedule-Making

E. The Guidance Program

1. The Philosophy of Guidance
2. The Objective of Guidance
3. The Elements ("areas") of Guidance
4. The Techniques in Guidance
5. The Organization of Guidance
6. The Personnel for Guidance
7. The Criteria for the Guidance Program

F. Student Organizations

1. The Philosophy of Extra-curricular Activities
2. The objectives of Extra-curricular Activities
3. The Historic Development of the Extra-curricular Program
4. The Structure of the Extra-curricular Activities Program
5. The "types" of Extra-curricular Activities Program
6. The integration of the Extra-curricular Program
   a. Among the Activities in the Program
   b. With the Instructional Activities Program
   c. With the "Overall" Educative Program of the Community
   d. The Criteria for the Extra-curricular Activities program

G. School Discipline

1. The Philosophies of School Discipline
2. The Objectives of School Discipline
3. The Techniques in School Discipline
4. The Organization for School Discipline
5. The criteria of Effective School Discipline

H. The Instructional Program

1. The Philosophy of Instruction
2. The objectives of Instruction
3. The Psychology of Instruction
4. The Methodology of Instruction
   a. Principles
   b. Techniques
   c. Motivation
5. The "area" of the Instructional situation
   a. The Teacher
   b. The Pupil
   c. The Lesson
6. The Problems of "Grouping" and "Sectioning."
7. The Criteria for Efficiency and Effectiveness of Instruction
APPENDIX B--Continued

I. Pupil-personnel Accounting

1. The Philosophy of Personnel Accounting
2. The Objective of Personnel Accounting
3. The "Types" of Personnel Records and Reports
4. The Techniques of Personnel Accounting
5. The Integration of the Pupil-personnel Accounting
6. The Criteria of Effective Pupil-personnel Accounting

J. School Business Procedures

1. The Philosophy of Business Accounting in Schools
2. The Objectives of Business Accounting in Schools
3. The "Types" of Business Accountancy in Schools
4. The Techniques of Accountancy in School Business
5. The Criteria of Business Accountancy in Schools

K. The Auxiliary Activities

1. The Philosophy of Auxiliary Activities
2. The Objectives of the Auxiliary Activities
3. The Types of Auxiliary Activities
   a. The library and Library Services
   b. The Lunchroom and Cafeteria Services
   c. The Health Program and Services
4. The Personnel Requisite to Some Auxiliary Transportation Activities
   a. The Training
   b. The Selection and Assignment
   c. The supervision in Service
5. The Criteria for Evaluating Auxiliary Activities

L. Public Relations Program

1. The Philosophy of Public Relations Program
2. The Objective of the Public Relations Program
3. The "Areas" of Public Relations
   a. The Parent-teacher Relations
   b. The Alumni Association
   c. Participation in Community "Drives"
   d. Home Contacts
   e. School Programs, Celebrations, Commencements
4. The Techniques in Public Relations Program
   a. School Publication of all sorts
   b. Community Newspapers
   c. Principal and Teacher Reports to Home and Public
   d. Community Surveys With Publicized Interpretations

M. The Principalship
APPENDIX B--Continued

1. The Historic Emergence of the Principal and Principalship
2. The Functions of the Principalship
3. Duties of the Principal
4. The Principal's Office
5. Opening Activities of the School Year
6. Closing Activities of the School Year
7. The Problem of Leadership
8. The Qualifications of the Principal and Principalship

N. Evaluation Program

1. Importance of Evaluation
2. Purposes of Evaluation
3. Types of Evaluations
4. Principles of Evaluation
5. Guidelines for Conducting the Evaluation
APPENDIX C

BREAKDOWN OF THE THEORIES AND PRINCIPLES OF THE ADMINISTRATIVE PROCESS

A. Orientation-Background

Approach from Operational Level
Cultural Concern
Local and State Provisions

B. Humanitarian Principles

Structural Democracy
Operational Democracy
Justice as a Guide to Administration

C. Prudence Principles

Prudence of Caution: Economy, Check and Balance, Liberty and License Authority
Prudence of Understanding: Simplicity, Loyalties, Inertia.

D. Tempo Principles

Adaptability
Flexibility
Stability

E. Purpose Principles and Public Provisions

State Functions
Legal Theory
Power of Central Offices
Policy
Purposes of Public Education
Administrative Authority

F. Administrative Process

Planning
Organization
Directing
Coordination
Control

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APPENDIX C—Continued

G. Nature and Use of Certain Forces

Place of Authority
Delegation of Authority
Professional Ethics
Contract With Superior Authority

H. Subject Matter of School Administration

Problems of Subject Matter
Bases for Choosing Subject Matter
Sources From Which Subject Matter Must be Drawn