

1975

The Use of Audiovisual Equipment by Superintendents of Public Schools in the State of Illinois

Joanne Marie Decker

Eastern Illinois University

This research is a product of the graduate program in [Educational Administration](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

Decker, Joanne Marie, "The Use of Audiovisual Equipment by Superintendents of Public Schools in the State of Illinois" (1975).
Masters Theses. 3521.
<https://thekeep.eiu.edu/theses/3521>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

THE USE OF AUDIOVISUAL EQUIPMENT BY
SUPERINTENDENTS OF PUBLIC SCHOOLS
IN THE STATE OF ILLINOIS
(TITLE)

BY

JOANNE MARIE DECKER

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1975
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

8-1-75
DATE

ADVISED

August 1, 1975
DATE

DEPARTMENT HEAD

PAPER CERTIFICATE #2

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

August 1, 1975
Date

[Signature]
Author

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because _____

Date

Author

pdm

331871

ACKNOWLEDGEMENTS

For advice and guidance through the completion of this study, the author wishes to thank the members of the faculty in the Department of Educational Administration, especially Dr. Russell L. Nichols and Dr. Walter Garland, Advisor for this field experience. Gratitude is also extended to Dr. Floyd A. Landsaw and Dr. James J. Reynolds of the Department of Instructional Media for their suggestions in this effort.

In addition, for help and encouragement in the initial planning stages of this study, much appreciation is directed to Dr. Donald Christ, Regional Consultant for the Illinois Office of Education.

Finally, a special thanks to my husband, Leonard, whose patience, understanding, and financial support made this field experience possible.

TABLE OF CONTENTS

LIST OF TABLES	iv
LIST OF ILLUSTRATIONS	vi
CHAPTER I. THE PROBLEM	1
Introduction	
Statement of the Problem	
Hypotheses to be Tested	
Significance of the Study	
Definition of Terms	
CHAPTER II. REVIEW OF RELATED LITERATURE	11
CHAPTER III. METHODOLOGY	24
Description of Research Design	
Selection of Subjects	
Instrumentation	
Data Collection, Recording, and Analysis	
Limitations	
CHAPTER IV. FINDINGS (ANALYSIS AND EVALUATION)	40
Hypothesis 1: Relationship of District Size to Media Use by Superintendents	
Hypothesis 2: Relationship of the Role of the Superintendent to Media Use	
Hypothesis 3: Relationship of Availability and Use of Media (AV) Specialists to Media Use by Superintendents	
Hypothesis 4: Relationship of Previous Academic Media Training to Media Use by Superintendents	
Additional Analysis and Interpretation	
Summary of Comments	
CHAPTER V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS	77
APPENDIX	90
BIBLIOGRAPHY	111

LIST OF TABLES

Table	Page
1. Number of Districts in the Stratified Population by District Size	28
2. Sample Size Based on Thirty Percent Selection of the Population	29
3. Final Sample Sizes by District Size Groupings . . .	30
4. Summary of Return Distribution	36
5. Frequency of Superintendents Reporting Media Use or Non-Use by District Size Groupings	42
6. Frequency of Superintendents Reporting Use or Non- Use of Media in Each Role Category	46
7. Frequency of Superintendents Reporting Use or Non- Use of Media in Full-time Superintendencies or Part-time, Dual or Multiple Roles	47
8. Percentage of Superintendents in Each District Size Group Indicating That Their District Employs a Full-time or Part-time Media (AV) Specialist	49
9. Media Use or Non-Use by Superintendents in Districts Which Employ a Media Specialist	49
10. Media Use or Non-Use by Superintendents in Districts Which Do Not Employ a Media Specialist . .	50
11. Summary of the Relationship Between District Employment of Media Specialists and the Super- intendent's Use or Non-Use of Media	51
12. Percentage by Group of Those Superintendents Having Media (AV) Specialists Who Reported Using Their Services in Each Service Area	54

13.	A Comparison by District Size Grouping of the Mean Number of Times Services of the Media (AV) Specialist Are Used by Superintendents During the Year	56
14.	Superintendents Reporting a Previous Media Course by District Size Grouping	57
15.	Media Use or Non-Use by Superintendents With or Without Previous Academic Media Training	58
16.	A Comparison of the Mean Number of Times Media is Used by Superintendents With and Without Previous Media Academic Training	60
17.	Mean Number of Meetings in Which Superintendents Participated During the Past Year	62
18.	A Comparison of the Percentage of Responding Superintendents Reporting Use of Media in Each Type of Meeting by District Size Grouping	64
19.	Percentage of Superintendents Using Media by Type of Equipment	68
20.	Relationship of a Previous Media Course and Availability of a Media Specialist to the Superintendent's Use of Media	70
21.	Percentage of Superintendents Not Using Media During the Past Year With a Previous Media Course and a Media Specialist Available	72
22.	Interest in a Media Course or Workshop by District Size Grouping	73

LIST OF ILLUSTRATIONS

Figure	Page
1. A Comparison of the Size of District to the Mean Number of Times Superintendents Used Media During the Past Year	44
2. Percentage of Superintendents Using Services of a Media Specialist in Districts Where They Are Available	53
3. Mean Number of Times Media Was Used by Superintendents During the Past Year	71

CHAPTER I.

THE PROBLEM

Introduction

With the advent and incorporation of educational technology into the instructional practices of public schools, chief school administrators also have an opportunity to utilize audiovisual equipment in the performance of their duties. In their capacities, superintendents must communicate at every level: with the public, the school board, faculty, staff, and students. The clarity and effectiveness of such communications is one important key to successful leadership; thus, the effective use of audiovisual equipment and materials may be of great assistance.

Extensive research has been conducted and published on the effectiveness of using audiovisual aids in the process of classroom instruction. Even though this role of educational technology in the systematic approach to instruction is receiving greater emphasis and importance, the use of media beyond the classroom by educational administrators has received little research attention.

Considering recent trends in education toward management by objectives and more stringent accountability required at all levels including administration, the potential use of media by superintendents should be carefully explored. Since Federal Title Programs have made available more equipment and materials

than otherwise possible in many schools, administrators now have many communication tools at their disposal. Timely and effective use of this equipment can facilitate in the fulfillment of their job responsibilities.

Statement of the Problem

One area of concern for higher education in the training of future educational administrators and media specialists is the apparent lack of basic information on the actual use of media by practicing school administrative personnel.

Purpose of the study

The purpose of this study was to identify and investigate current media usage practices by public school administrators throughout the State of Illinois.

Scope and delimitations of the study

Since there are many roles and levels of administrators in a local public school system each with specific responsibilities, the scope of this study was limited to the media use of persons only in one position, that being the chief executive or district superintendent. Relationships were examined between a superintendent's reported media use and four variables: 1) size of district, 2) role classification, 3) use of professional assistance by a media specialist, and 4) previous academic training in media.

Assumptions

This study of the media use of superintendents was structured on four basic postulates: 1) that the proper use of media can assist in the communication process; 2) that all superintendents have access to media hardware of some type within their districts; 3) that in the numerous duties of the superintendent, there are specific tasks which may be accomplished using the medium of audiovisual equipment; and 4) that some school superintendents are currently using media in the performance of their work.

Research questions

In order to identify and investigate current media usage practices of superintendents, this study attempted to define answers to the following specific questions:

1. Is the size of a school district based on pupil enrollment an influential factor in its superintendent's use or non-use of media in meetings in the performance of his professional duties?
2. Is the role status of the superintendent (full-time or part-time serving also in other roles) a significant factor in his use or non-use of media in meetings during the performance of his duties as superintendent?
3. Does the availability of professional media services through the employment of a media (AV) specialist in the district reflect in significant differences in the use or non-use of media by superintendents?
 - a. Of those superintendents having specialists available, how many use their services?

- b. Of those superintendents having media specialists available and using their services, in which capacities are they being most utilized by the superintendents?
4. What is the relationship between the size of a district, the number and types of meetings superintendents participate in, and their media use in each meeting classification?
5. Which types of media hardware are most frequently used by superintendents and are there differences in use patterns by district size?
6. Are there significant differences in the use or non-use of media by superintendents between those with a previous course in audiovisual or instructional media and those without this academic preparation?
7. Among superintendents, is there an interest in a workshop or graduate course dealing with "Media for the Public School Administrator"?

Hypotheses To Be Tested

In this study, the identification and investigation of media use practices by superintendents was contingent upon the relationship between reported media use and four possible influencing variables: size of district, role definition of superintendents' responsibilities, availability and use of a media (AV) specialist, and previous academic training in audio-visual or instructional media.

Rationale for hypotheses

Size of district may be considered a potential influence on the superintendent's use of media for several reasons. District sizes in the State of Illinois range from a low of nine (9) students enrolled to more than 40,000 students not including the City of Chicago School District which employed

nearly 22,000 teachers last year. Superintendents in districts which vary so much in size have corresponding differences in degrees of responsibilities and contacts with their various publics. The use of media and the methods of effective communication required by a superintendent in a small, downstate rural district may differ greatly from a superintendent dealing with a large metropolitan public. In addition, the amounts and sophistication of media hardware available to the superintendent may vary greatly between the different size districts since this relates to budgets and priority of purchases.

The role definition of the superintendent may permit or prevent media usage. Time constraints and priorities of duties may result in differences in media usage between superintendents who serve full-time in the chief executive's position and those who serve as part-time superintendent with simultaneous duties as a principal over one or more attendance centers or a classroom teacher. In some districts, the superintendent's role may extend to all three areas of responsibility--superintendent/principal/teacher or perhaps into other areas such as part-time secretary, librarian, or coach.

The availability and use of a media (AV) specialist by the superintendent may represent an influencing variable by enabling him to utilize materials and equipment which he would not otherwise be able to use. The capability of trained staff to locally design and produce quality software (transparencies, films, slides, video and audio tapes) specifically for the

superintendent's needs may encourage a higher frequency of media use. The degree to which media has been incorporated into the instructional pattern of the school through the efforts of teachers and a media specialist may support the superintendent's use of the same instructional materials when informing the board on budgets, faculty or staff on issues, or the public on the facts in a school bond campaign.

Finally, previous academic training in audiovisual or instructional media can provide superintendents with awareness of the potential uses of the media at his disposal as well as the opportunity to develop some skills in the actual use of the equipment. Having this kind of exposure and experience may likewise influence the use level of the practicing administrator.

Statement of hypotheses

Hypotheses tested in this study were as follows:

Hypothesis 1: There are differences in the frequency of superintendents using media or not using media during the past year between superintendents in Group A (small school districts), Group B (medium size districts), and Group C (large school districts).

Hypothesis 2: There are differences in the frequency of superintendents using media or not using media during the past year between those in full-time positions as superintendents and those serving in part-time dual or multiple roles.

Hypothesis 3: There are differences in the frequency of superintendents using media or not using media between districts where a media (AV) specialist is employed and those districts without professional media assistance.

Hypothesis 4: There are differences in the use or non-use of media between superintendents who have had a previous audiovisual or instructional media course and those without this academic preparation.

Significance of the Study

The study was designed to provide those in higher education who train future administrators and media personnel with an informational framework outlining the degree to which practicing public school superintendents are currently utilizing audiovisual techniques. By evaluating the relative influence of variables such as size of district, role definitions, availability of professional media services, and academic training on the media use patterns among superintendents, some insights may be gained to assist universities in providing relevant training experiences for future educational leaders.

As the groundwork for possible cooperative efforts between the various professional education training programs, it is hoped that this study will stimulate additional assessment research into the media needs of administrators so that through the educational technology of tomorrow, those needs can be met.

Definition of Terms

Superintendent: The chief administrator in a local public school district.

Media Specialist: A properly certified professional staff member who "works with students, teachers, and media (instructional materials, school library, and audio-visual personnel)." (Illinois. Office of the Superintendent of Public Instruction, "The Illinois Program for Evaluation, Supervision, and Recognition of Schools," Springfield, 1973, p.41. (Circular Series A, no.160)

Small Size School District: A small school district based on total number of pupils enrolled (1973-74) shall number less than 749 pupils.

Medium Size School District: A medium size school district shall number between 750 and 3,499 pupils enrolled.

Large Size School District: A large school district shall number more than 3,500 pupils.

Role: In this study, role will refer to duty assignments classified as a full-time superintendent; or part-time in dual status serving also as principal or teacher; or in multiple roles of superintendent/principal/teacher; or serving in other professional capacities.

Media Usage: The actual involvement of audiovisual equipment in a communications situation.

Hardware: In media, this term refers to mechanical and electronic equipment.

Software: In media, this term refers to instructional materials, print and non-print.

PTA: Parent Teacher Association, affiliated with the state and national organization.

PTO: Parent Teacher Organization; a group formed in the interest of the local school district only, not affiliated with a larger parent organization.

Educational technology: The application of mechanical processes to all aspects of the field of education.

Instructional technology: The application of mechanical processes specifically to the learning situation.

CHAPTER II.

REVIEW OF RELATED LITERATURE

REVIEW OF RELATED LITERATURE

A survey of contemporary literature dealing with the area of general educational administration or instructional media revealed prolific publications in each of these separate facets of professional education. The search, however, yielded practically nothing relating to a marriage of media with top school district management. The void of information closely associated with the designed purpose of this study led to an analysis of related literature which would support the study in four areas: 1) the formulation of a 'profile' of superintendents as a group of professional educational leaders; 2) the advent of technology in education; 3) the underlying communications/learning theory which is the foundation for effective use of media by superintendents as educators; and, 4) an analysis of a superintendent's job responsibilities to determine some tasks and opportunities in which media may be utilized.

Profile of superintendents

Knowledge of superintendents as a group is essential to making objective observations and drawing conclusions about their behavior. The formulation of a profile of persons in superintendent's positions assisted in the design of questions to measure

suspected influences on the media use practices of the study population.

In a 1971 research study of superintendents conducted by the Commission on the Preparation of Professional School Administrators, American Association of School Administrators, the following summary of information provided the needed background on 'typical' persons in the role of superintendents. The study was conducted with a sample size of 1,128 superintendents which represented 7.5% of the universe of 14,848. Four areas of information were compiled in the study: personal data, experience, professional preparation, and job effectiveness.¹

In the area of personal data, the study revealed that the median age in 1969-70 of practicing superintendents was 48 years. However, at that time the trend in age was reversing to a younger median age among superintendents. Less than two percent of superintendents were women serving in districts with enrollments of less than 10,000 students. Small or rural communities were the origins of most superintendents.²

Experience for 95.7% of the practicing superintendents in the AASA study began with classroom teaching for a mean number of 7.4 years. The typical superintendent as defined by the

¹Stephen J. Knezevich, ed., The American School Superintendent; An AASA Research Study, Commission on the Preparation of Professional School Administrators (Washington, D.C.: American Association of School Administrators, 1971), p. 16.

²Ibid., pp. 18-22.

median in the national weighted profile revealed that he started his career in education at about age 23 as a science, math, or social studies teacher in a secondary school. Twice as many superintendents began in secondary teaching rather than elementary and chances were nearly eight in ten that at some time the superintendent had coached some sport. Moving up the ladder, over two-thirds of the superintendents assumed their first administrative post in the age bracket of 25-34 years. At approximately age 36 or nearly 13 years after entering the education field, the 'typical' superintendent earned his appointment as a superintendent with the first district average enrollment slightly more than 1,500 students.³

At the time of the study in the area of professional preparation, .4% of the superintendents had no degree; the percentage with a master's as the highest degree was 65.7%, and the percentage with doctorates was 15.4%. The median age for completing a master's degree was 31.8 years. The major disciplines of study at the baccalaureate level were most likely to be education, social sciences, natural sciences, or mathematics. At the graduate level, most superintendents majored in educational administration or general education with few pursuing advanced work in other fields. In questions evaluating their graduate study, superintendents indicated that

³Ibid., pp. 11-29.

courses dealing with public relations were rated of "great importance" by 87.9% of the total respondents.⁴

Questions in the study regarding job effectiveness yielded several related observations. The highest ranking need for types of specialists which superintendents feel are essential to help the school system for improving performance levels is in the curriculum and instructional specialists' area. In addition, 21.9% of the superintendents indicated a high priority of more public relations specialists. Human relations skills received the highest ranking of new skills or information superintendents feel they personally need to maintain their effectiveness as administrators. Finally, almost half (49.8%) of the superintendents saw their status as educational or community leaders as increasing in importance.⁵

The relevance of this information about superintendents as a group to this study on media use by practicing administrators can be summarized in this fashion. The median age and typical age progression of movement into superintendent's positions of the group in 1969-70 indicates that the majority completed their formal education prior to the years of incorporation of instructional media as we know it today. The minimal probability that 'media' or 'audiovisual' was an everyday classroom practice during their years of public

⁴Ibid., pp. 44-48.

⁵Ibid., pp. 61-62.

schooling is further supported by their origins in small or rural communities which often were behind urban areas in implementing technology. Approximately 19-20 years ago when many of the surveyed group of superintendents were completing their master's degrees, audiovisual courses were just being introduced into the college curriculum. The reported disciplines of study for superintendents both at the undergraduate and graduate levels could have provided only minimal exposure to today's media techniques.

Furthermore, superintendents in the AASA study indicated that in today's society, courses dealing with public relations are of great importance and more specialists are needed to support superintendents in this administrative area of concern. Effective communications utilizing all of the tools at his disposal are at the base of the highest ranking need for skills in handling human relations by superintendents who seek to maintain their effectiveness as administrators.

Envisioning their status as an educational or community leader to be increasing in importance, public school superintendents are faced with more visibility of their job performance and increased accountability to their board, faculty, staff, students, and general public. Since media surrounds everyone today, the tools of instruction through media can be effectively used by the superintendent in his role as educational leader to reach his many publics.

The advent of technology in education

As was stated, many of the superintendents may have completed their formal education prior to the advent of technology in education. As background to research questions concerning the availability of trained media specialists and the previous academic preparation of superintendents in instructional media, it would be beneficial to briefly outline the impact and progression of media into public education.

The evolution of technology is now several decades old. The societal shift in emphasis to scientific knowledge in the 1950's spurred the advent of modern technology. On the media scene, the once big, clumsy, and difficult to operate tape recorder has been converted to a mini-pocket-size cassette.

The advent and incorporation of instructional media into schools took place during the 1960's. The original term 'audiovisual' was adopted when nonprint materials were first introduced in the classroom because it emphasized both sight and sound in the learning process. Today, although many still use the term 'audiovisual', most educators are using the broader term 'instructional media'.⁶ The incorporation of media into schools has affected the curriculum, methods, organization of staff and school plant facilities. Due to the vast

⁶James S. Kinder, Using Instructional Media (New York: D. Van Nostrand Company, 1973), pp. 16-17.

capabilities through media, many modern schools have become systematized learning centers.

Implications of this transition for the administrators in today's schools are revealed in two need areas. One, if they are to be educational leaders, the superintendent and all administrative staff need familiarity with the instructional tools being used in their school districts. The superintendent is still an 'educator' in every contact with his school board, faculty, staff, students, or public. His message needs to be clearly presented whether in a board meeting, addressing an inservice workshop, or speaking to the PTA. Not only does he need familiarity with the uses of instructional media, he secondly needs to utilize the services of a trained media specialist who can support the effective use of the communication tools from the child in the classroom to the superintendent going before the public.

In a review of the book Instructional Technology and the School Administrator published in 1970 as a report to the membership of the American Association of School Administrators, the following quotation was taken from the foreword of the book:

Expectations for the superintendency are many and varied. . . . Decisions made about the use of the new technology in an atmosphere of conflicting claims and limited experience illustrate one of the challenges confronting the school executive.⁷

⁷Kenneth E. Oberholtzer, "Some Thinking Within the Fraternity," (a book review), AV Communication Review, Vol.XIX, No.2 (Summer, 1971), 232.

Regarding the need and use of media specialists the reviewer commented on Chapter 7 of the book which was entitled:

"Instructional Technology Reshapes the School: Its Impact on Faculty and Administrators." His remarks were:

If there are to be changes in schools and if there is to be a favorable impact resulting from technology, specialists (consultants and staff) must be employed by school districts. The kinds of specialists most needed are not in the schools now, with few exceptions. . . . The lack of such specialists (their employment) is in my opinion a major reason for the relatively small impact of the new technology in school systems. Probably much of the blame for their scarce use can be laid at the door of superintendents and boards of education who have not sought the services of specialists in the new technology.⁸

Thus, in this study of the media use practices of public school superintendents, research questions delve into both the previous training of superintendents in instructional media and into their employment and use of the services of a media (AV) specialist.

Related communications/learning theory

At the same time instructional media was ascending to become an integral part of education, there was an increase in interest and research in the roles of the senses in the learning and communication process.

Theorists in the Marshall McLuhan tradition recognized media as important in its own right, not just a transmission

⁸Ibid., p. 236.

vehicle. The visual literacy movement was initiated which tested the importance of visual stimuli in learning.

The results of such research on learning was simply stated by one writer:

We learn about 1 per cent through taste and another $1\frac{1}{2}$ per cent through the sense of touch. The sense of smell provides about $3\frac{1}{2}$ per cent, and hearing provides about 11 per cent of what we learn. An overwhelming 83 per cent of our learning is through visual experiences.⁹

Based on the research of P. J. Phillips at the University of Texas in 1950, in the area of retention people generally remember approximately:

10 percent of what they read
 20 percent of what they hear
 30 percent of what they see
 50 percent of what they hear and see
 70 percent of what they say
 90 percent of what they say as they do a thing¹⁰

Such conclusions from communications/learning research provide the answers to why school administrators (educators) should strive to stretch beyond the mere verbal or print level in their professional communications. Frequently the verbal presentation of information is adequate but many situations call for other alternatives to be more effective. The public school superintendent's responsibilities and role lend themselves to the use of media.

⁹Ted C. Cobun, "Media and Public School Communications," in Instructional Process and Media Innovation, ed. Robert A. Weisgerber (Chicago: Rand McNally & Company, 1968), p. 93.

¹⁰Kinder, Using Instructional Media, p. 39.

An analysis of a superintendent's
Job Responsibilities

Although job responsibilities may vary from one school district to another, there are general tasks normally assigned to the chief executive in which the use of media may be of assistance. An analysis of performance responsibilities as indicated in job position guides for the superintendent of schools published by the National School Boards Association, presents an overview of some of the possible task-related uses of media by superintendents.¹¹

In school board meetings, the superintendent may utilize all forms of media: the overhead projector, a 16mm or 8mm film projector, a filmstrip projector, a slide projector, an audio tape recorder, and a video tape recorder. More specifically, he might use the overhead projector in any of the numerous report presentations he makes, whether concerning budget information or school plant planning. A 16mm film may be available on a new reading or math program the district is considering for adoption. An 8mm locally produced film or video tape may illustrate to the board and public a new program or the effective utilization of new facilities in the district. A film or filmstrip may assist in an explanation of the open education concept. Slides may be used to show rather than tell about progress in the construction or renovation

¹¹National School Boards Association, Job Descriptions in Education; Reference Manual (Evanston, Illinois: National School Boards Association, 1973), JDE Locator: 1.01.1.

of school buildings. Audio tapes may be used to assist in record keeping in the public sessions of the board meetings. Video tape may be used to televise board meetings to the public via cable television services. Since the superintendent is charged with keeping the school board and the public informed, he may find these tools helpful.

Faculty/staff meetings may also provide superintendents with an opportunity to utilize the same instructional media that is being used by the teachers in the classroom. Charged in his job description with keeping abreast of trends and innovations in education, he may share such concepts with the faculty in the most effective way possible. The superintendent is still regarded in his role as the educational leader and teacher of teachers.

Inservice workshops are learning experiences for the participants and instructional media may facilitate this process. Depending on the topic being considered and the objectives of the workshop, any of the media equipment forms might be utilized.

At PTA or PTO, as some districts refer to their parent organizations, the superintendent can come face to face with many parents in his public. Programs too often are limited to a speaker--verbal messages only. Lack of involvement or variety in the program may result in lack of parent interest. The superintendent can enhance his public relations efforts with an effective, high-interest visual presentation of the work of

the school. The opportunities to use many types of media in the PTA situation are limitless.

In meetings on a referendum or in a school bond campaign, the message must be made clearly and with impact to gain public support. Just as a company penetrates the public with many forms of advertising for its products, the school must take advantage of every avenue to reach the voters concerning the educational product, their children. Understanding and information retention must be high for voting results--thus, using many forms of media may be of assistance.

Media can also be used in other meetings in which the superintendent participates. Sessions on collective negotiations may benefit from the use of the overhead projector or recorder. In school evaluations, the superintendent may wish to illustrate many of the school's programs to the state evaluation team which time constraints would not otherwise permit them to see. Slides, audio tape and video tape are especially effective tools for the superintendent in this situation. Many schools are recently finding it helpful to use video tape or audio tape in personnel evaluations.

In relation to the responsibilities charged to superintendents, only a few of the many possible opportunities for media use were mentioned. However, such an analysis provided the groundwork for questioning in this study to evaluate the number of meetings in which a superintendent participates during a year and his corresponding media use in those meeting situations.

CHAPTER III.

METHODOLOGY

METHODOLOGY

To assess the media use practices of public school superintendents, a survey was conducted among a representative group of chief administrators. Timing of the collection of data was carefully scheduled to hopefully avoid conflicts with spring vacations, heavy negotiating periods, and year-end closing concerns.

Description of Research Design

In this descriptive research study, a mail questionnaire was utilized to survey the use of media by public school superintendents. Based on a review of literature, the problem was defined and the research questions were formulated which made possible the structuring of format and design of the data collection instrument. Data was collected from a randomly selected representative sample of the stratified population based on size of student enrollment. Manual tabulation and analysis of data was completed with the application of the chi-square test for determining significance in the results. On this basis, the results were evaluated and conclusions were drawn.

Research design

The design of this study provided for a measurement of the relationship between the dependent variable of amount of media used by superintendents and the four independent variables: size of district, role of the superintendent, availability and use of a media specialist; and previous academic media training. Predicting that there would occur actual differences in the dependent variable of media use when the parameters of each independent variable were defined, the hypotheses were restated in null terms for statistical testing.

Restatement of hypotheses

Hypotheses to be tested in this study stated in null terms are as follows:

Hypothesis 1: There are no differences in the frequency of superintendents using media or not using media during the past year between superintendents in Group A (small school districts), Group B (medium size districts), and Group C (large school districts).

Hypothesis 2: There are no differences in the frequency of superintendents using media or not using media during the past year between those in full-time positions as superintendents and those serving in other part-time dual or multiple roles.

Hypothesis 3: There are no differences in the frequency of superintendents using media or not using media between

districts where a media (AV) specialist is employed and those districts without professional media assistance.

Hypothesis 4: There are no differences in the media use or non-use practices between superintendents who have had a previous audiovisual or instructional media course and those without this academic preparation.

Selection of Subjects

Population

The population for this study consisted of all superintendents of all public school districts as listed in the Directory of Illinois Schools, 1974-75.¹² Total population count was 1,041 superintendents since four districts were omitted on the basis that they were special or administrative districts showing zero (0) pupil enrollments.

Stratification of the population

Based on pupil enrollment figures for the 1973-74 school year, the population was stratified into three groups defined as follows:

Small Size Districts: Less than 749 pupils enrolled

Medium Size Districts: 750-3,499 pupils enrolled

Large Size Districts: 3,500 or more pupils enrolled

The purpose of grouping by pupils enrolled was to test the

¹²Illinois. Office of the Superintendent of Public Instruction, Directory of Illinois Schools, 1974-75 (Springfield: Publications Section, OSPI, 1974).

relationship of the size of the school district to the use of media by its chief administrator. Stratification on this basis resulted in the following group totals. Hereafter, reference to size of districts may be indicated by the respectively assigned group letter designation (see Table 1).

TABLE 1
NUMBER OF DISTRICTS IN THE STRATIFIED
POPULATION BY DISTRICT SIZE

Group Identification	Type of District by Size	Total Number of Districts
Group A	Small size districts	490
Group B	Medium size districts	436
Group C	Large size districts	115
Total		1,041

Sample size

In addition to stratification of the population to enhance representativeness, the required sample size for statistical representativeness was computed using the following formula:¹³

$$N = (z/e)^2(p)(1-p)$$

(N is the sample size, z is the standard score corresponding to a given confidence level, e is the proportion of sampling error, and p is the estimated proportion of cases in the population)

¹³Bruce W. Tuckman, Conducting Educational Research (New York: Harcourt Brace Jovanovich, Inc., 1972), p. 205.

Using a confidence level set at 95% (the .05 level) and no more than a plus or minus 0.10% sampling error, sample size for representativeness at this level would require a minimum of 226.9 total returns as follows: 95.7 responses or 19.5% from Group A, the small size districts; 93.6 responses or 21.5% from Group B, the medium size school districts; and 37.6 responses or 32.7% from Group C, the large size school districts.¹⁴ To ensure representativeness and generality of results to the population at large and in efforts to sample at least the same proportion of superintendents from each group, it was within the limits of this study to sample 30% from each group and thus 30% of the entire population or 313 superintendents.

Selection of 30% from each stratified population provided for the following sample sizes (see Table 2).

TABLE 2
SAMPLE SIZE BASED ON THIRTY PERCENT
SELECTION OF THE POPULATION

District Size Grouping	Stratified Population Size	Sample Size
Group A	490	147
Group B	436	131
Group C	115	35
Total	1,041	313

¹⁴See Appendix E, Part 1 for sample size computations.

However, due to the disproportionate sizes of the three groups with Group C being significantly smaller, an adjustment in sample size needed to be made. For representativeness at the desired levels and to make possible the computed minimal number of returns needed for Group C (37.6 responses), an additional 5% of Group C was selected. The final resulting sample sizes for each group totaled 318 or 30.5% of the population (see Table 3).

TABLE 3
FINAL SAMPLE SIZES BY DISTRICT SIZE GROUPINGS

District Size Grouping	Sample Size
Group A (small)	147
Group B (medium)	131
Group C (large)	40
Total	318

Sample selection

The procedure used for selecting the sample was stratified random sampling. Random sampling within each of the three groups supported the representativeness of the sample and limited the probability that a bias sample was chosen.

Based on the previously stated parameters of grouping by pupil enrollments, a list of school districts for each group was arranged in numeric order using pupil enrollments from the smallest to the largest. Each district on the list was assigned

an arbitrary number beginning with the smallest district at 000 and following consecutively 001, 002, . . . n (the number for the largest district in that group). The sample subjects were drawn using a table of random numbers with the starting point determined by drawing from a bowl containing all possible table numbers, column and digit numbers.¹⁵ The selecting process was initiated with Group A beginning on Table 16, column 2, row 7 and proceeding through the tables until 147 district numbers were selected. Random numbers exceeding the largest number in the group were ignored. Likewise, once a random number had been chosen, in all succeeding occurrences it was ignored. The sample was selected for Group B following the same procedure but beginning on Table 17, column 1, row 34 and proceeding until the sample size of 131 districts were drawn. Group C sample was likewise drawn beginning with Table 18, column 4, row 33 and proceeding until 40 districts were selected.

Instrumentation

To obtain answers to the research questions and test the hypotheses for this study, a seven item questionnaire was designed. The directions for completion of each question were self-explanatory.

¹⁵John M. Klock and James W. Klock, Klock's Tables of Random Numbers (Detroit: Central Publishing, 1966), pp. 26-29. This source contains a series of twenty random tables which provide 20,000 random digits. Sampling tests indicate that the average digit variance for the twenty tables will be no greater than three-tenths of one percent.

Question 1 was concerned with the role of the superintendent:

1. In addition to your responsibilities as Superintendent, do you serve in either of the following capacities?

_____ Principal _____ % of time
 _____ Teacher _____ % of time

The purpose of this question was to determine the role of the participant and if serving in a position other than a full-time superintendent, determine which other roles were assigned along with the relative proportion of time in those duties to time spent in the chief administrator's position.

Questions 2 and 3 were concerned with the district media (AV) specialist:

2. Does your district employ a media (audiovisual) specialist?

_____ Yes _____ Full-time _____ Part-time
 _____ No

3. How many times during the past year have you utilized each of the following services of your media specialist?

Qty.	Services
_____	To consult on the design of media aids
_____	To produce the visuals or audio tape needed
_____	For equipment scheduling
_____	For presentation assistance (projectionist)
_____	Other: _____
_____	Have not used the services of the media specialist

Responses to these two questions would provide data on the availability of a media (AV) specialist and the superintendent's use of actual services by the specialist during the past year.

Question 4 was designed to measure the potential number of opportunities superintendents have in which media may be used. The data was based on the number of meetings they have participated in during the past year. Question 4 read as follows:

4. During the past year, estimate the number of times you have participated in each of the following administrative activities.

No. of Meetings	Administrative Activities
_____	School Board Meetings
_____	Faculty/Staff Meetings incl. Teacher Orientation, Curriculum Committee meetings, etc.
_____	Inservice Workshops or Institute Days
_____	PTA (PTO)
_____	Meetings on Referendum or School Bond Issues
_____	Collective Negotiations
_____	School Evaluations (IOE or North Central)
_____	Personnel Evaluations

In question 5, participants were requested to supply the approximate number of times each type of media hardware was used in each type of meeting. Information from this question would be used to determine the type of meeting superintendents most frequently use media in, the type of equipment most frequently utilized, and the extent of media use in terms of mean numbers of times used. Question 5 was designed in a grid formation to facilitate the reporting of the data.

5. Please indicate the approximate number of times during the past year you have used each type of audiovisual equipment for the listed activities.

Administrative Activities	Number of Times Used					
	Overhead Proj.	16mm or 8mm Proj.	Filmstrip Proj.	Slide Proj.	Audiotape Recorder	Videotape Recorder
School Board Meetings						
Faculty/Staff Meetings						
Inservice Workshops						
PTA (PTO)						
Meetings on a Referendum						
Collective Negotiations						
School Evaluations						
Personnel Evaluations						

Questions 6 and 7 were included to measure the background of superintendents in academic media training and potential interest in a course or workshop geared to their specific media needs. Wording appeared as follows:

6. In your academic preparation, did you take any courses in audiovisual or instructional media?
- _____ Yes _____ No
7. If available, would you consider participation in a workshop or graduate course dealing with the subject "Media for the Public School Administrator"?
- _____ Yes _____ No

Space was reserved on the questionnaire for comments and directions were given to indicate the respondent's desire to receive a summary of the results of the study.

Questionnaires were printed on green paper to differentiate from the cover letter and attract attention. For a sample of the entire questionnaire see Appendix B.

Data Collection and Recording

Data collection

Each questionnaire was coded in the lower left-hand corner with a handwritten four digit numerical code indicating the group and arbitrary sample number for that district. Coding was utilized only for the purpose of determining non-respondents for the second mailing.

Accompanied with a cover letter of introduction and purpose along with a self-addressed, stamped envelope, the questionnaires were mailed to each district superintendent drawn in the sample. For a copy of the cover letter used, see Appendix A. The mailing was directed to the superintendent by name in each case.

The initial mailing of 318 questionnaires occurred March 31, 1975 just following the spring vacation period for many school districts. The first responses were received two days later, April 2. At the end of two weeks, 224 completed questionnaires had been returned for a 70.4% return on the first mailing. The second mailing including a reminder, a questionnaire, the original letter, and another self-addressed, stamped envelope was sent out April 16, 1975 to the remaining 94 superintendents. For a sample of the reminder used, see

Appendix C. By May 1, 1975, the second mailing yielded 47 additional responses bringing the total returns to 271 which represented 85.2% of the sample. For a summary of return distribution by district size group designation, see Table 4.

TABLE 4
SUMMARY OF RETURN DISTRIBUTION

District Size Grouping	Stratified Population	Sample Size	Number of Returns	Percentage of Sample	Percentage of the Population
A	490	147	121	82.3%	24.7%
B	436	131	112	85.5%	25.7%
C	115	40	38	95.0%	33.0%
Totals	1,041	318	271	85.2%	26.0%

With the high level of participation in this study, the results are considered to be representative of the population within each stratum as well as the population at large. Statistical minimums of returns were obtained for all three groups for representativeness at the .05 level of confidence with no more or less than a 0.10% sampling error. In addition, the statistically required total number of responses (226.9) was exceeded by 44.1 returns and the total number of returns (271) represented 26% of the statewide population of 1,041 superintendents.

A summary of results was requested by 89 superintendents (32.8%) of the 271 participating in the study. The summary of results was mailed in July, 1975 to each requesting superintendent.

The highest interest in receiving feedback was in Group A where 43 superintendents requested results. Thirty-two Group B (medium size districts) superintendents requested a summary as did 14 Group C (large size district) administrators.

Data recording

Returned questionnaires were grouped by district size designation, and responses were manually transferred to tabulation forms for each group.

Editing and interpretation of responses were necessary in tabulating responses to question 3 in many instances. When the superintendent indicated that no specialist was available in question 2, he frequently failed to make any response to question 3 regarding services. Thus, lack of a specialist was interpreted for tabulation to mean also a response of "Have not used the services of the media specialist" in question 3. In questions 4 and 5, if the superintendent indicated a range of numbers of meetings or numbers of times media was used, an average was taken and tabulated as the response. When the range indicated a difference in number of only one, the lower estimate was tabulated as the response. (For example, 3-4 PTA meetings, was tabulated as 3.) In question 5, totals were tabulated for each column and row in the grid, rather than tabulation of frequencies within each cell. Tabulation was completed and the data was grouped for computation of statistical means where needed to support the analysis of data and testing of hypotheses.

Data analysis

The hypotheses presented earlier in this chapter were tested statistically by use of chi-square analysis. The formula used was:¹⁶

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

A significance level of .050 was applied in the testing of each hypothesis.

Limitations

Due to the scope, design and purpose of this study, there were recognized limitations. The validity of the mailed questionnaire approach to this problem is threatened by two considerations: 1) a respondent may have a tendency to show himself in a good light by overstating to some degree his actual media use; 2) some of the quantitative data requested may not have been readily accessible to the superintendent requiring assistance from other staff to complete certain items in this questionnaire. In an attempt to compensate for consideration number 1, a larger than necessary sample was drawn and surveyed. Although in any mailed questionnaire the subject who supplies the actual responses cannot be controlled, every effort was made to direct the study to the superintendent by addressing the survey to him by name.

While it is recognized that the type of district may be related to media use, whether a high school district, elementary,

¹⁶Stephen Isaac, Handbook in Research and Evaluation (San Diego, Calif.: Robert R. Knapp, Publisher, 1971) p. 138.

unit district, consolidated or charter district, etc., this variable was not measured in this study since the use of media is an individual communication behavior for each superintendent. Based on the review of literature, the position of chief administrator in any type district has similar responsibilities and opportunities for communicating through the use of media aids.

The characteristics of the various publics served by different school districts may influence the methods of communication used by the superintendent when dealing with school/community relations. Differences may exist between the publics in rural versus urban or inter-city areas; or, district superintendents serving communities which include academic institutions of higher learning may be approaching their community differently than in districts without the higher education academic influence. It is beyond the scope of this study to measure the influence of these potential external variables.

Another limitation exists in the time constraints built into questions requesting quantitative data concerning media use only during the past year. Media use behavior during the past year for some superintendents may not be typical or indicative of their administrative career use of instructional materials for many reasons. It was necessary to restrict the measurement of media use to only one year since the variables of size of district, role definitions, and availability of a media specialist may change over a longer period of time.

CHAPTER IV

FINDINGS (ANALYSIS AND EVALUATION)

FINDINGS

The responses to the survey supplied the quantitative data needed to test the hypotheses and construct answers to the research questions set forth in this study. The format for presentation of the results will begin with a statement of each null hypothesis to be tested, followed by the relevant data used in the analysis, and ended by the results of the statistical test. After each hypothesis is considered, a discussion and evaluation section will follow with additional analyses of related data, interpretation, and conclusions to the research questions set forth.

Hypothesis 1. Relationship of district size to media use by superintendents

Null hypothesis: There are no differences in the frequency of superintendents using media or not using media during the past year between superintendents in Group A (small school districts), Group B (medium size districts), and Group C (large school districts).

Data used in the testing of this hypothesis was drawn from responses to question 5 in terms of numbers of times media was used. Within each size grouping, the number of superintendents reporting some use of media (1 or more times) was tabulated in comparison to the number reporting zero (0) media use during the past year (see Table 5).

TABLE 5

FREQUENCY OF SUPERINTENDENTS REPORTING MEDIA USE
OR NON-USE BY DISTRICT SIZE GROUPINGS

District Size Grouping	Using Media (Percentage of Returns)	Not Using Media (Percentage of Returns)	Total Returns
A (Small)	91 (75.2%)	30 (24.8%)	121
B (Medium)	95 (84.8%)	17 (15.2%)	112
C (Large)	31 (81.6%)	7 (18.4%)	38
Total	217 (80.1%)	54 (19.9%)	271

In the group of small school district superintendents, 91 indicated some media used during the past year and 30 indicated no use. Group B (medium size districts) respondents indicated a higher percentage of use with 95 using media and 17 not using audiovisual aids during the past year. Group C superintendents from large school districts totaled 31 using media and 7 non-users.

Using the chi-square analysis to test the observed data for significant differences between the numbers reporting use or non-use for each school district size grouping, the chi-square value of at least 5.99 was necessary for statistically significant differences with 2 degrees of freedom at the .050 level of significance. Since computations yielded a chi-square value of only 3.44 which is less than the required value, the null hypothesis was accepted and the differences which appear to

exist in the data are probably due to chance.¹⁷

Discussion and evaluation of Hypothesis 1

Since the null hypothesis was supported, a reexamination of the original hypothesis is warranted. The original hypothesis stated: There are differences in the frequency of superintendents using media or not using media during the past year between superintendents in Group A (small school districts), Group B (medium size districts), and Group C (large school districts). Since the existence of actual differences between the groups was not statistically supported, it can be concluded that the size of a district in and of itself is not related to media use or non-use by its district superintendent.

The observed data does not support a consistent trend that the larger the district the greater or lesser the media use than in medium or smaller size districts. The data does however indicate that in all three groups more than three-fourths of the superintendents reported some media used during the past year. Of the total 271 returns, 217 or over 80% indicated use of media.

Even though the size of the district is not related directly to the use or non-use of media by superintendents, a comparison of the mean number of times superintendents used media in each group indicates that size may be a factor in how much it is used. From those reporting use in each size group, the quantitative

¹⁷For chi-square computations for Hypothesis 1, see Appendix E, Part 2.

data from question 5 provided a mean number of times media was used during the year (see Figure 1).

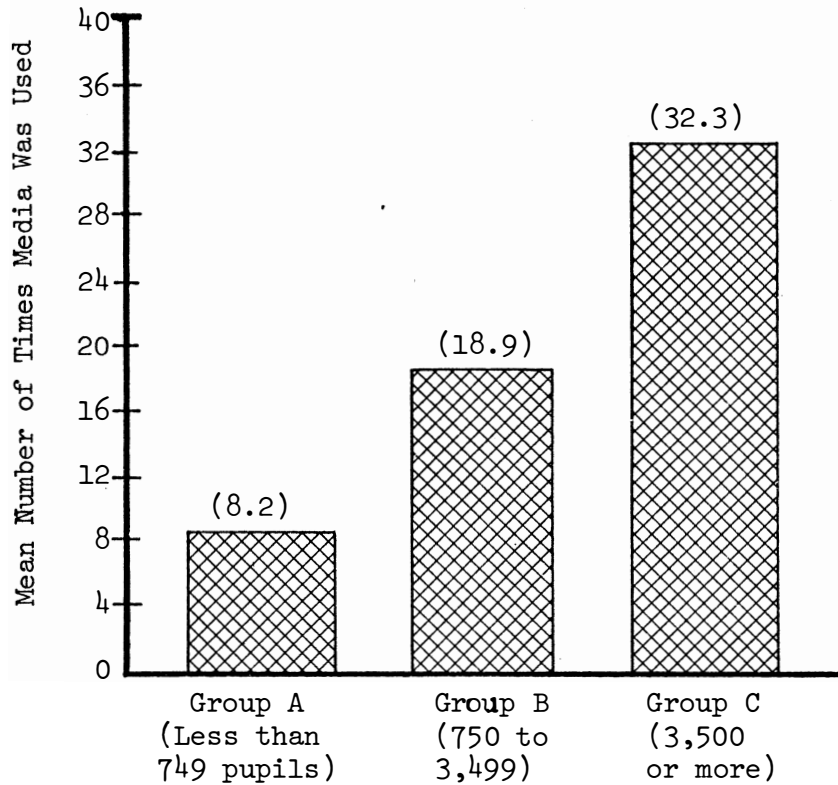


Fig. 1.--A comparison of the size of district to the mean number of times superintendents used media during the past year.

The data indicated that superintendents in Group B used media more than twice as many times as Group A and those in Group C used media nearly four times as often as did Group A. The small district superintendents indicated the lowest frequency of use at 8.2 times per year. The medium size school district

superintendents (Group B) used media a mean number of 18.9 times during the year and the large size district respondents represented the highest frequency of use with 32.3 times during the past year. Thus, it may be concluded that there is a relationship between the size of a district and the amount media is used by its superintendent. The trend indicated by the data reveals that the larger the district in pupil enrollment, the greater the number of times media is used by superintendents during a given year.

Hypothesis 2. Relationship of the role of the superintendent to media use

Null Hypothesis: There are no differences in the frequency of superintendents using media or not using media during the past year between those in full-time positions as superintendents and those serving in other part-time dual or multiple roles.

Data to test the null hypothesis concerning the relationship of the role of the superintendent to media use was collected from responses to questions 1 and 5. Possible role combinations reported were: full-time superintendent; dual roles of superintendent/principal or superintendent/teacher; a multiple role of superintendent/principal/teacher; and those with responsibilities in other areas serving as superintendent/secretary and superintendent/librarian. For the number reporting use or non-use of media in each role category, see Table 6.

The responses indicate that over one-fourth (25.5%) of the 271 participants in this study have responsibilities in roles other than the superintendency. In the multiple role situation

TABLE 6

FREQUENCY OF SUPERINTENDENTS REPORTING USE OR
NON-USE OF MEDIA IN EACH ROLE CATEGORY

Role Description	Using Media	Non-Use of Media	Number Reporting
Full-time superintendent	170	32	202
Superintendent/ principal	37	14	51
Superintendent/ teacher	5	2	7
Superintendent/ principal/ teacher	4	5	9
Other roles	1	1	2
Total	217	54	271

where duties were divided into three positions, there were more superintendents reporting non-use than use of media. Due to the small numbers in some of the role categories, the data was re-grouped into a dichotomy for testing the hypothesis. The dichotomy was defined as one category of full-time superintendents and a second category to include all part-time superintendents serving in dual or multiple roles. The regrouping of observed data provided the base totals for applying the chi-square test (see Table 7).

With one degree of freedom, the chi-square value at the .050 level of significance is 3.84. Since a computed chi-square

TABLE 7

FREQUENCY OF SUPERINTENDENTS REPORTING USE OR NON-USE OF
MEDIA IN FULL-TIME SUPERINTENDENCIES OR PART-TIME,
DUAL OR MULTIPLE ROLES

Role Description	Using Media	Non-Use of Media	Number Reporting
Full-time superintendents	170	32	202
Part-time superintendents in dual or multiple roles	47	22	69
Total	217	54	271

value of 8.41 resulted for the test on this data, the null hypothesis of no difference was rejected.¹⁸ It was concluded that the differences in the frequencies of superintendents using or not using media during the past year between full-time superintendents and part-time superintendents serving in dual or multiple roles are actual and may not be attributed to chance.

Discussion and evaluation of Hypothesis 2

With the rejection of the null hypothesis, the original hypothesis is supported that: there are differences in the frequency of superintendents using media or not using media during the past year between those in full-time positions as superintendents and those serving in other part-time dual or

¹⁸See Appendix E, Part 3 for computation of chi-square for Hypothesis 2.

multiple roles. The statistically significant differences between the groups show a higher frequency of superintendents in full-time superintendencies using media than do those serving in part-time roles. Thus it would appear that dual or multiple role responsibilities with their imposed constraints on time and varying priorities of duties are influential in reducing media use by public school superintendents.

Hypothesis 3. Relationship of availability of media (AV) specialists to media use by superintendents

Null Hypothesis: There are no differences in the frequency of superintendents using media or not using media between districts where a media (AV) specialist is employed and those districts without professional media assistance.

Data used to test the relationship of the employment of a media specialist in a district to its superintendent's media use was collected from items 2 and 5 on the questionnaire. In Group A (small size districts) less than one-half reported having a media specialist while in both Groups B and C more than one-half employed media specialists. The highest frequency was in Group C (large size districts) where 71% of the superintendents reported having a full-time media (AV) specialist available. See Table 8 for responses by district size grouping. In addition, the data indicated that over one-half (56.4%) of the superintendents participating in this study had some media personnel available. There was an observable relationship between the size of the district and the availability of full-time media specialists, the larger the district the higher the

TABLE 8

PERCENTAGE OF SUPERINTENDENTS IN EACH DISTRICT SIZE
GROUP INDICATING THAT THEIR DISTRICT EMPLOYS A
FULL-TIME OR PART-TIME MEDIA (AV) SPECIALIST

District Size Grouping	Full-time Media (AV) Specialist	Part-time Media (AV) Specialist	None	Number Reporting
A	27 (22.3%)	39 (24.8%)	64 (52.9%)	121
B	35 (31.3%)	28 (25.0%)	49 (43.7%)	112
C	27 (71.0%)	6 (15.8%)	5 (13.2%)	38
Total	89 (32.8%)	64 (23.6%)	118 (43.6%)	271

percentage of full-time media personnel employed. To test the null hypothesis of the relationship of the employment of media specialists to the number of superintendents reporting media use, the data was analyzed in three steps. Step 1 involved an examination by district size of superintendents use or non-use of media for only those districts employing a media specialist (see Table 9).

TABLE 9

MEDIA USE OR NON-USE BY SUPERINTENDENTS IN
DISTRICTS WHICH EMPLOY A MEDIA SPECIALIST

District Size Grouping	Use Media	Non-Use of Media	Number Reporting
A (Small)	46	11	57
B (Medium)	58	5	63
C (Large)	27	6	33
Total	131	22	153

Of the 153 districts reporting employment of either a full-time or part-time media specialist, 131 or 85.6% of the superintendents use media and 22 or 14.4% reported no media used during the past year. Step 2 led to the same analysis of use or non-use for the group of superintendents reporting that their districts do not employ a media (AV) specialist (see Table 10).

TABLE 10

MEDIA USE OR NON-USE BY SUPERINTENDENTS IN DISTRICTS
WHICH DO NOT EMPLOY A MEDIA SPECIALIST

District Size Grouping	Use Media	Non-Use of Media	Number Reporting
A (Small)	45	19	64
B (Medium)	37	12	49
C (Large)	4	1	5
Total	86	32	118

Of the 118 participants reporting that their districts do not employ a media specialist, 86 or 72.9% indicated use of media and 32 or 27.1% did not use any media aids during the past year. This data illustrated a 12.7% decline in the percentage of those using media from the group of users who had specialists available. Likewise there resulted a subsequent 12.7% increase in non-users with the only difference being the absence of the media specialist. In step 3, the data from each situation was combined for application of the chi-square test to examine the

statistical significance of this difference (see Table 11).

TABLE 11

SUMMARY OF THE RELATIONSHIP BETWEEN DISTRICT EMPLOYMENT
OF MEDIA SPECIALISTS AND THE SUPERINTENDENT'S USE
OR NON-USE OF MEDIA

Situation	Use Media	Non-Use of Media	Number Reporting
Superintendents with media specialists	131	22	153
Superintendents without media specialists	86	32	118
Total	217	54	271

Using the data as presented in Table 11 for the base observed frequencies, a chi-square value of 3.84 or less was required for one degree of freedom at a .050 level of significance. Since a chi-square value of 6.78 was obtained through computation, the null hypothesis of no differences was rejected and the differences which exist in the data may not be attributed to chance.¹⁹

Discussion and evaluation of Hypothesis 3

In light of the rejection of the null hypothesis, the original hypothesis which stated that there are differences in

¹⁹For computation of chi-square for Hypothesis 3, see Appendix E, Part 4.

the frequency of superintendents using media or not using media between districts where a media (AV) specialist is employed and those districts without professional media assistance gains support. Data indicated that the greatest frequency of superintendents using media occurred in districts having a media specialist and the greatest reported non-use of media occurred when no media specialist was employed. It may then be concluded that the availability of a media specialist in a district is one influencing factor in the superintendent's use of media.

However, the availability of a specialist does not mean that the superintendent is utilizing his services. Of those superintendents whose districts employ media specialists, approximately 75% or more of the superintendents from each district size grouping utilized the services available from the specialist during the past year (see Figure 2). The highest percentage of utilization by superintendents is found in large school districts.

Within the responding sample taken as a group, 119 or 77.7% of the 153 superintendents having a specialist available were using their services. As a further investigation of the importance of the media specialist, data was collected from item 3 on the questionnaire to define more closely which services of the media specialist were being utilized. Data was tabulated in the district size groupings to compare for

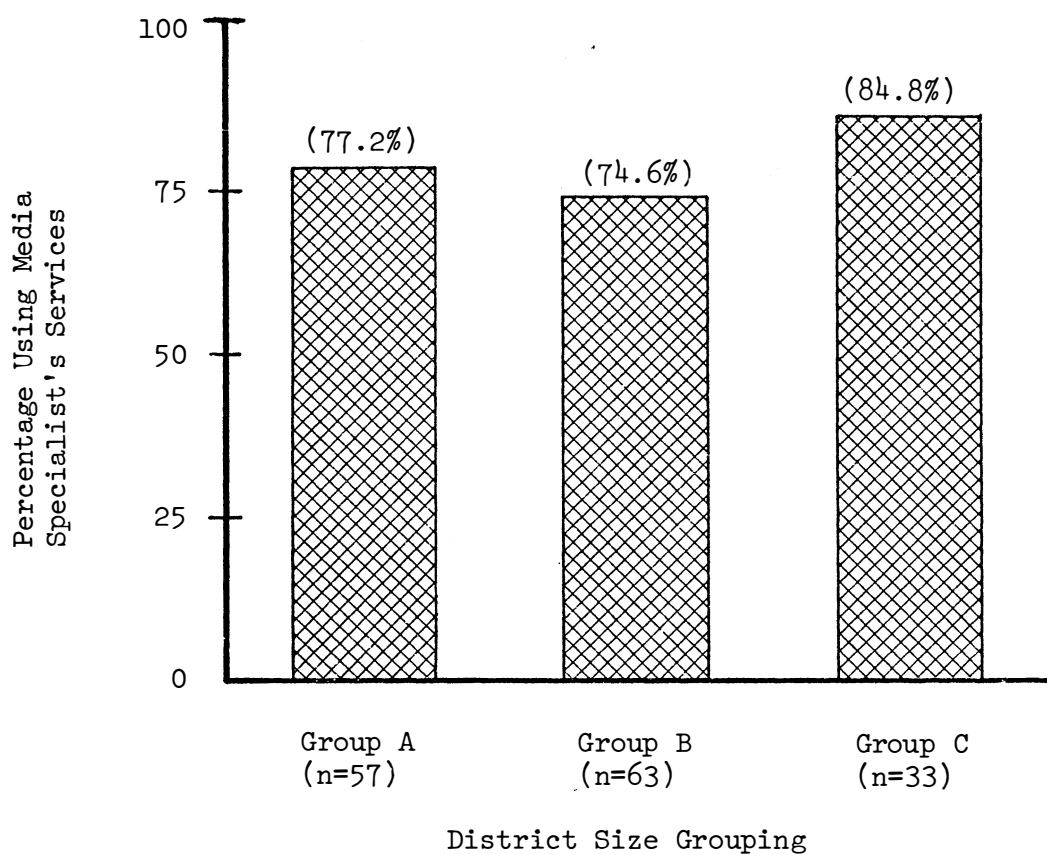


Fig. 2.--Percentage of superintendents using services of a media specialist in districts where they are available.

indications of differences in the types of services superintendents were using in the small, medium, or large size districts. The reports of services used are listed in five categories (see Table 12).

In the small size school districts, Group A, the greatest use of the media specialist's services by superintendents was for equipment scheduling. The mean number of times during the past year that superintendents in Group A used this service was 8.6 times.

TABLE 12

PERCENTAGE BY GROUP OF THOSE SUPERINTENDENTS HAVING MEDIA (AV) SPECIALISTS
WHO REPORTED USING THEIR SERVICES IN EACH SERVICE AREA

Description of Service	Group A (n=57)	Group B (n=63)	Group C (n=33)
1. To consult on the design of media aids	40.4% (23)	50.8% (32)	69.7% (23)
2. To produce the visuals or audio tape needed	28.1% (16)	50.8% (32)	63.6% (21)
3. For equipment scheduling	56.1% (32)	57.1% (36)	45.5% (15)
4. For presentation assistance	35.1% (20)	31.7% (20)	48.5% (16)
5. Other services	21.1% (12)	1.6% (1)	3.0% (1)

In Group B, the medium size school districts, the greatest use of the media specialist's services by the superintendents was also for equipment scheduling. In addition, over 50% of the superintendents used the media specialist to consult on the design of media aids and to produce the visuals or audio tape needed. The mean use of the equipment scheduling service for this group was 8.3 times during the past year.

In the large school districts, Group C, the professional services of the media specialists most used by superintendents were consulting on the design of media aids and then their production. Based on percentages, the least emphasis in Group C was on equipment scheduling. However, of those using this service, they called upon the media person a mean number of 17.3 times during the year which is a higher frequency of use than either Groups A or B. Since they tend to use more media, this scheduling service would have a higher occurrence. The fact that scheduling is not the primary service in Group C may be attributed to the arrangement that in many large schools, other personnel are available to handle routine clerical tasks involved in scheduling which frees the media professional to provide the other higher priority services. A comparison of the mean number of times each media service is used during the year by superintendents in each district size grouping indicates that Group C has a higher frequency of use in each service category (see Table 13).

TABLE 13

A COMPARISON BY DISTRICT SIZE GROUPING OF THE MEAN NUMBER
OF TIMES SERVICES OF THE MEDIA (AV) SPECIALIST
ARE USED BY SUPERINTENDENTS DURING THE YEAR

Service	Group A	Group B	Group C
1. To consult on the design of media aids	3.3	4.4	6.0
2. To produce the visuals or audio tape needed	4.5	4.3	7.1
3. For equipment scheduling	8.6	8.3	17.3
4. For presentation assistance	4.7	4.6	8.3

In the category of other services of the media (AV) specialist used by superintendents, a total of twelve in Group A reported the following: (2) use the services of the State Media Consultant; (3) equipment repair; (2) consult on purchasing equipment; (4) for assistance with Federal Title Programs; (1) a presentation on curriculum development to the school board. One superintendent in Group B reported using the media specialist to consult on budgeting and purchasing and one in Group C called upon the specialist for informal advice regarding her field.

Hypothesis 4. Relationship of previous academic media training to media use by superintendents

Null Hypothesis: There are no differences in the media use or non-use practices between superintendents who have had a previous audiovisual or instructional media course and those without this academic preparation.

Data used in the testing of this hypothesis was collected from responses to items 5 and 6 in the questionnaire. Over one-half (53.5%) of the superintendents responding indicated that their background included an audiovisual or instructional media course (see Table 14).

TABLE 14

SUPERINTENDENTS REPORTING A PREVIOUS MEDIA COURSE BY DISTRICT SIZE GROUPING

District Size Grouping	A Previous Media Course		Number Reporting
	Yes	No	
A (Small)	71 (58.7%)	50 (41.3%)	121
B (Medium)	54 (48.2%)	58 (51.8%)	112
C (Large)	20 (52.6%)	18 (47.4%)	38
Total	145 (53.5%)	126 (46.5%)	271

Totals of superintendents having a previous course may be bias and slightly overestimated due to the apparent loose interpretation of the word 'course' appearing in the question. Even though the question specified a course, several superintendents answered "yes" with a notation that their training had occurred

only as a unit or part of other general education courses. With the recognition of this possible weakness of the data, the observation may be restated as follows: over one-half of the superintendents responding consider that their background includes audiovisual or instructional media training. An examination of the media use or non-use reported by superintendents with and without this training indicated that the highest percentage of use occurs in the group with academic media training (see Table 15).

TABLE 15

MEDIA USE OR NON-USE BY SUPERINTENDENTS WITH OR
WITHOUT PREVIOUS ACADEMIC MEDIA TRAINING

Situation	Use Media	Not Using Media	Number Reporting
Superintendents with a media course	123 (84.8%)	22 (15.2%)	145
Superintendents without a media course	94 (74.6%)	32 (25.4%)	126

It was observed that one-fourth of those without a media course are not using media. Application of the chi-square test to this data with one degree of freedom at the .050 significance level required a value of no more than 3.84 for the differences to be attributed to chance. Since the computed value of chi-square was determined to be 4.46, the null hypothesis was

rejected and the differences which exist may not be attributed to chance.²⁰

Discussion and evaluation of Hypothesis 4

With the rejection of the null hypothesis, support is established for the original hypothesis which stated: There are differences in the use or non-use of media between superintendents who have had a previous audiovisual or instructional media course and those without this academic preparation. With academic media training, results of this study indicate that there is a 10.2% higher occurrence of superintendents using media.

Not only is there a higher occurrence of superintendents using media with academic training, but also the influence of this training is apparent in a comparison of the mean number of times media is used by those with media training and those without this preparation (see Table 16).

Superintendents with previous media training indicated a higher mean number of times media was used during the past year than did those without this academic preparation. Also, the larger the school district, the greater the difference in the mean number of times media was used between the groups. Superintendents with a previous course from large school districts

²⁰For computations of chi-square for Hypothesis 4, see Appendix E, Part 5.

TABLE 16

A COMPARISON OF THE MEAN NUMBER OF TIMES MEDIA
IS USED BY SUPERINTENDENTS WITH AND WITHOUT
PREVIOUS MEDIA ACADEMIC TRAINING

District Size Grouping	With A Course			Without A Course		
	Using Media	Mean Number of Times	Non-Use of Media	Using Media	Mean Number of Times	Non-Use of Media
A	61	12.9	10	30	7.2	20
B	46	22.8	8	49	15.2	9
C	16	39.1	4	15	23.5	3

reported the highest frequency of media use with a mean of 39.1 times during the past year, while the lowest frequency of 7.2 times during the past year was reported by superintendents without a course in the small school district group. Therefore, based on this information and the results of the chi-square analysis, the variable of previous academic media training is another influential factor in the use of media by public school superintendents.

Additional analysis and interpretation

Using the findings already discussed which pertain to the hypotheses set forth in this study and additional data reported in the questionnaires, refinement and further interpretation was possible for the purpose of providing answers to the general research questions outlined in the statement of

the problem. The four areas of concern which were examined include: 1) in terms of meetings, the opportunities for media use by superintendents and their relative utilization in those professional situations; 2) types of media hardware being used; 3) the combined effects of both a media course and specialist available or the lack of either or both variables on the superintendent's use of media; and 4) indicated interest in a workshop or graduate course on "Media for the Public School Administrator" in relationship to size of district, previous course taken, or reported zero media use during the past year.

Opportunities for media use

In conjunction with their job responsibilities, superintendents participate in a number of meetings throughout the year in which media aids might be of assistance. Data was collected in this study to determine the level of participation by superintendents in eight defined situations and then their relative media use in those same situations. Data was tabulated by district size grouping to reflect any possible differences in the responses of superintendents in small, medium, or large size school districts. A frequency distribution and mean number of meetings in which superintendents participated during the past year was calculated for each size grouping and separately for the total respondents as a group (see Table 17).

The highest occurrence of superintendent participation for each group was in school board meetings. Faculty/staff meetings

TABLE 17

MEAN NUMBER OF MEETINGS IN WHICH SUPERINTENDENTS
PARTICIPATED DURING THE PAST YEAR

Meetings	Group A	Group B	Group C	Total Respondents
School Board Meetings	16.98	21.71	24.03	20.18
Faculty/Staff Meetings	12.52	14.00	21.42	12.99
Inservice Workshops	4.50	4.84	4.46	4.63
PTA	5.94	6.53	8.91	6.69
Meetings on Referendum or School Bond Issues	6.31	10.71	15.46	9.86
Collective Negotiations	7.24	10.93	15.32	10.46
School Evaluations	2.42	2.80	3.64	2.64
Personnel Evaluations	11.72	15.28	17.85	14.03

and personnel evaluations were second or third highest in all three groups. Based on the mean number of meetings, superintendents in the large school districts (Group C) were involved in more than twice as many meetings on referendums and collective negotiations than were superintendents in the small school district group (Group A). Also, respondents from large districts participated in slightly less inservice workshops than did superintendents in either the medium or small district groups. Even though the trend in mean numbers of meetings suggests a higher overall participation by superintendents in Group C, this trend may actually reflect that more meetings are held in larger districts rather than greater superintendent participation.

Based on the mean number of meetings calculated for the sample at large, 82 was the approximate average number of opportunities in which superintendents participated during the past year where media might have been utilized. With the mean number of meetings established, the data also provided information on the number of superintendents reporting that they have used media in each of the defined meeting situations (see Table 18).

The comparison of the percentage of superintendents indicating media use in each situation supports the following observations: a higher percentage of small district superintendents (Group A) utilize media in faculty/staff meetings and inservice workshops than do large district superintendents.

TABLE 18

A COMPARISON OF THE PERCENTAGE OF RESPONDING SUPERINTENDENTS
REPORTING USE OF MEDIA IN EACH TYPE OF MEETING
BY DISTRICT SIZE GROUPING

Meeting	Group A (n=121)	Group B (n=112)	Group C (n=38)
School Board Meetings	45.5%	71.4%	79.0%
Faculty/Staff Meetings	59.5%	66.1%	57.9%
Inservice Workshops	53.7%	63.4%	50.0%
PTA or PTO	35.5%	31.3%	44.7%
Referendum or School Bond Issues	10.7%	20.5%	13.2%
Collective Negotiations	5.7%	8.9%	18.4%
School Evaluations	13.2%	7.1%	13.2%
Personnel Evaluations	3.3%	8.0%	7.9%

The highest frequency of media utilization for superintendents in both the medium and large size school districts was in school board meetings. Evaluation situations, either school or personnel, represented the lowest reported media use. Through a combination of data on both meeting participation and media usage, a final analysis was conducted to determine what percentage of the superintendents participating in each type of meeting reported media

use in that situation. To summarize that analysis, each meeting situation was considered separately.²¹

School Board Meetings.--Less than one-half (45.5%) of the superintendents in Group A, small size districts, used media in school board meetings. In Group B with one respondent not reporting, 72.1% used media during the past year. Data from Group C also with one respondent not reporting indicated 81.1% using media in this situation.

Faculty/Staff Meetings.--None of the three groups had full participation of superintendents reported in this professional activity. However, of those participating, Group A had 60.0% using media, Group B was highest with 66.6% using media, and 61.1% of Group C superintendents reported media use in this situation during the past year.

Inservice Workshops.--Group A, small school districts, was the only group where all respondents indicated participation in this type of meeting. Of those participating in each group, 53.7% in Group A used media, 65.1% of Group B used media, and 54.3% of Group C reported media used.

PTA or PTO Meetings.--The level of superintendent participation in this activity was slightly lower than the first three meetings considered. Of those participating in parent organization meetings, approximately one-half used media during the past year. Percentages of users to participants were: 50.6% in Group A,

²¹For tables containing the data used in the analysis for each separate type of meeting, see Appendix F, Parts 1-8.

43.6% in Group B, and exactly one-half (50.0%) of Group C.

Meetings on Referendum or School Bond Issues.--The need for this type of meeting was not universal to all districts during the past year which would account for the low number of superintendents indicating participation in this professional situation. Of superintendents reporting participation in this area, those from Group B, the medium size school districts had the highest percentage using media (65.7%); Group A, the small size districts, reported 44.8% using media when involved in this situation; and the lowest percentage of media use to participation was found in Group C with 38.5%. Since Group C indicated the highest percentage of superintendents involved in these meetings (34.2%) and the highest mean number of meetings held in this effort (15.46), their low media use might be explained by the dispersion of the public they are reaching. Also, they may need to depend on mass communication techniques such as radio and television networks rather than the hardware listed in question 5 of this study.

Collective Negotiations.--Meetings of this type have a somewhat limited need of media aids since they frequently involve small groups of people in the sessions. This may account for the reported high participation levels for superintendents but low media use reported. Among Group A superintendents who participated, 13.7% used media during the past year; in Group B 11.0% reported use; and in Group C a high of 28.0% reported using media.

School Evaluations.--The mean number of meetings held during a year for school evaluations ranged between 2.4 and 3.6. Participation in such meetings was not common to all district superintendents during the past year in any of the three groups. However, of those participating, 28.1% in Group A reported media use, 12.3% in Group B, and 20.0% in Group C used media in this situation.

Personnel Evaluations.--Over 85% of each group reported participation in personnel evaluations during the past year. Of those, 3.7% in Group A, 9.4% in Group B, and 9.1% in Group C reported using media. The hardware items most frequently used in this situation were the audio and video tape recorders.

Types of media hardware used

Quantitative data collected from question 5 in the survey provided information on six types of media equipment superintendents were using in the performance of their duties. To facilitate analysis, the percentages were determined for superintendents in each group who use media by type of equipment (see Table 19).

Of the 91 superintendents reporting media use in Group A, small school districts, the highest percentage (83.5%) used the overhead projector. Second and third were the 16mm or 8mm projectors and filmstrip projector respectively. Least used by this group was the video tape recorder.

Among the 95 respondents using media in the medium size districts (Group B), the overhead projector was also most used

TABLE 19
PERCENTAGE OF SUPERINTENDENTS USING MEDIA
BY TYPE OF EQUIPMENT

Type of Equipment	Group A (n=91)	Group B (n=95)	Group C (n=31)
Overhead projector	76 (83.5%)	88 (92.6%)	18 (58.1%)
16mm or 8mm projector	48 (52.7%)	38 (40.0%)	16 (51.6%)
Filmstrip projector	45 (49.5%)	39 (41.1%)	14 (45.2%)
Slide projector	30 (33.0%)	42 (44.2%)	21 (67.7%)
Audio tape recorder	33 (36.3%)	48 (50.5%)	19 (61.3%)
Video tape recorder	10 (11.0%)	27 (28.4%)	12 (38.7%)

by superintendents with 92.6% using this medium. Second highest in usage was the audio tape recorder with 50.5% reporting utilization. The slide projector was used by 44.2% for the third highest and, as in Group A, the video tape recorder was least used.

For the 31 returns in Group C of those using media, the slide projector received the highest utilization at 67.7% of the superintendents. Second was the audio tape player with 61.3% and third in usage was the overhead projector at 58.1% usage.

As in Groups A and B, the least use occurred with video tape equipment. However, video tape equipment use was reported

by 38.7% of the superintendents in Group C which was more than triple the use in the small size districts. The high cost, sophistication, newness on the market, and need for trained personnel to use this equipment may account for the low use by superintendents.

Relationship between having a media course
and a media specialist and the
superintendent's use of media

Combination of the data on media use for superintendents with or without media specialists and those with or without previous media training resulted in several important observations.

Among superintendents using media, in Group A (small school districts) the highest percentage of media users (38.5%) were superintendents with a previous media course but without a media specialist available in their district. In Groups B and C, the highest percentage of users had both the media course and specialist available.²² Combined data for users from all three groups supported the highest percentage of users (33.2%) in the category with both a media course and media specialist (see Table 20).

Superintendents who lacked the media course but had the services of an audiovisual specialist showed 27.2% using media compared to 23.5% of the superintendents using media when the situation was reversed. For the group surveyed, the absence of a media specialist resulted in approximately a 10% drop in

²²For supporting data by district size grouping, see Appendix G, Part 1.

TABLE 20

RELATIONSHIP OF A PREVIOUS MEDIA COURSE AND
AVAILABILITY OF A MEDIA SPECIALIST TO THE
SUPERINTENDENT'S USE OF MEDIA

Background	With Media Specialist	Without Media Specialist
With media course	72 (33.2%)	51 (23.5%)
Without media course	59 (27.2%)	35 (16.1%)
Total	131 (60.4%)	86 (39.6%)

use by superintendents whether or not they had a media course in their backgrounds. The absence of a course resulted in a 6% decrease in use by those with a specialist and a 7.4% decrease in reported use by superintendents without a specialist. Based on this observed relationship, the presence or absence of a media specialist has a slightly stronger influence on the superintendent's use or non-use of media than does his course preparation.

Extending this analysis one step further, an examination of data on the mean number of times media was used during the past year with the same category classifications, those superintendents with both a specialist and a course utilized media the highest mean number of times (23.5).²³ The lowest mean frequency of use was 11.2 times in the category of those

²³For supporting data by district size grouping, see Appendix G, Part 2.

superintendents with neither the course nor the specialist available (see Figure 3).

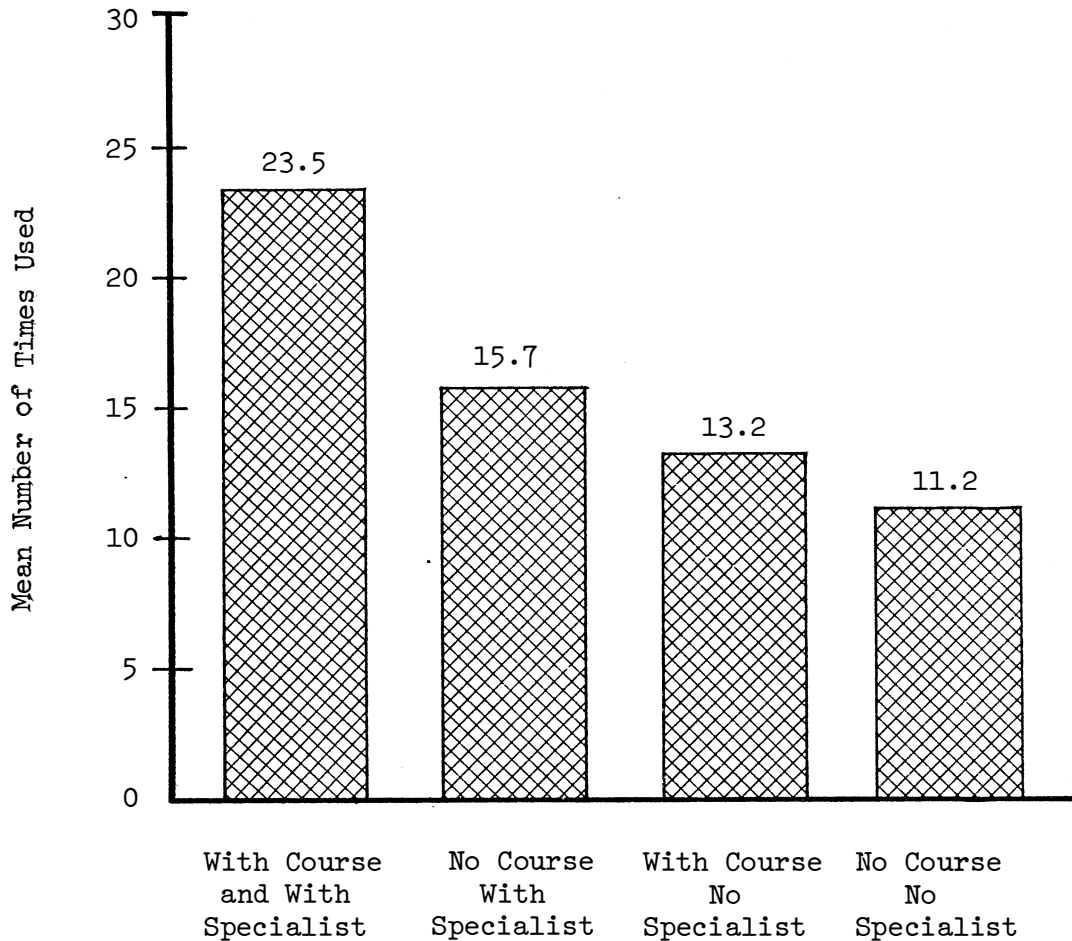


Fig. 3.--Mean number of times media was used by superintendents during the past year.

Of the 54 superintendents reporting zero (0) media used during the past year, the highest percentage (40.8%) was in the category of having no previous media course nor a media specialist available (see Table 21).

Those lacking either the course or the specialist reported non-use at the same percentage level (18.5%). Among the chief

TABLE 21

PERCENTAGE OF SUPERINTENDENTS NOT USING MEDIA DURING
THE PAST YEAR WITH A PREVIOUS MEDIA COURSE
AND A MEDIA SPECIALIST AVAILABLE

Background	With Media Specialist	Without Media Specialist
With media course	12 (22.2%)	10 (18.5%)
Without media course	10 (18.5%)	22 (40.8%)

administrators who reported non-use of media during the past year even though they had a previous course and had a media specialist available, there were 12 or 22.2%. Over one-half of this group were in the small size districts.²⁴

Interest in a media workshop or graduate course

Data collected from responses to item 7 of the questionnaire provided an assessment of interest in a workshop or graduate course focused on media for the public school administrator. The question was worded to screen out those superintendents with only casual interest by calling for an affirmative response if they "would consider participation" should a course or workshop of this type become available. Slightly over one-half (50.9%) of the superintendents responded affirmatively to this idea (see Table 22).

²⁴For supporting data by district size grouping, see Appendix G, Part 3.

TABLE 22

INTEREST IN A MEDIA COURSE OR WORKSHOP
BY DISTRICT SIZE GROUPING

District Size Grouping	Yes	No	Number Responding
A (Small)	68 (56.2%)	53 (43.8%)	121
B (Medium)	53 (47.3%)	59 (52.7%)	112
C (Large)	17 (44.7%)	21 (55.3%)	38
Total	138 (50.9%)	133 (49.1%)	271

The greatest interest in learning more about media for the administrator was indicated by responses in Group A with 56.2% supporting this suggestion. The least support was indicated in responses by superintendents from the large school districts with 44.7% responding 'yes'.

For the benefit of those in higher education who may be involved in the planning of this type of a course, a further analysis was conducted on the background of those indicating an interest. Of the 138 supporting this concept of a course, 73 or 52.9% had taken a previous course or training in audio-visual or instructional media.

An examination was also made of the interest level of superintendents who reported no media used during the past year. Of the 54 superintendents reporting no use, 28 or 51.9% indicated that they would consider participation in such a workshop or course should one be made available.

Based on the responses, it was concluded that approximately one out of every two superintendents are potential participants in such a media educational program. The majority of those who would consider taking such a graduate course or workshop are superintendents who have already had a previous media course, those who reported zero media used in the past year, and those from small size school districts.

Summary of comments

In addition to the statistical data returned, questionnaires included 41 written comments from participants. Comments were directed to the following areas: the participant's view on his use of media in his school district; use of media by others in the district; previous courses in audiovisual; opinions regarding the suggested course "Media for the Public School Administrator"; and time constraints on superintendents.

Thirteen of the superintendents addressed their remarks to their own personal use of media in their districts. One indicated that having an M.S. in Library Science accounted for a greater frequency of media use reported in her case. One administrator of 35 years reported that he had used media at times but had not developed skills in its use. Many voiced support for the use of media in their statements: "I should make greater use of AV equipment and materials." "Media background would be helpful as a tool to use in administrative practices as well as background content in working with media

for the unit." "I utilize media extensively in most presentations I make. Two overhead projectors and a slide projector are permanently placed in our Board room." "Your questionnaire has called my attention to the fact that I could and should use more varied presentations." " . . . this year (I) am putting in a lot of time interviewing and evaluating staff on tape." and "I am very well aware and appreciate the advantages in using the various media."

Comments were also made regarding the use of media by others in the district, many times in lieu of the superintendent's personal use of media in various meetings. Among the superintendents in the large school districts especially, several stated that principals, central staff or assistant superintendents use media in making presentations in the meetings. One commented that media is used in that district extensively in "instruction" which inferred classroom use by teachers rather than by administrators for their job functions. Regarding types of media used, one superintendent remarked "You left out chalk boards. Also, I provided printed memoranda from which I speak and to which I refer."

In regards to question 6 concerning previous courses in audiovisual or instructional media, several superintendents indicated that their course work in this area was not a course in itself but rather one unit included in an undergraduate course. Another wrote that he had gained media experience as

a teacher and as a principal, but wished he had taken a course as an undergraduate.

The largest number of comments were addressed to question 7 about the interest in a workshop or graduate level course dealing with "Media for the Public School Administrator." One superintendent nearing retirement responded about participation in such a workshop "Had this been offered earlier, definitely yes! If I were younger, and a new administrator--YES!" Others responded: "Excellent idea!" One superintendent would consider participation only if it counted on a specialist degree on which he is working. "Think the above course would be great!" (Would participate) "if it pertained to more effective use of media for public relations purposes or educational purposes." It was also suggested that the course or workshop include principals or all other interested administrative staff.

Even though lack of time and a busy work schedule were two constraints to media use and workshop participation most frequently mentioned in the comments, the general tone of remarks was in support of using media for effective communications in educational administration.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

SUMMARY

With the incorporation of instructional technology into the educational practices of today's public schools, administrators have the media tools available to communicate with their public, the school board, faculty, staff, and students. Extensive research has been published concerning the value and effectiveness of properly using audiovisual equipment to enhance the learning experiences in the classroom, but the use of media by persons in educational administration has received little attention. Considering recent trends toward management by objectives and more stringent accountability in education at all levels, the timely and effective use of such audiovisual communication tools may assist the administrator in performing some of the duties assigned in his job responsibilities.

Statement of the problem

To supply information for those in higher education involved in the training of future educational administrators and media specialists, the purpose of this study was to identify and investigate current media usage practices by public school administrators throughout the State of Illinois. The scope of this study was limited to only one administrative position, that of chief executive or district superintendent. Relationships were

examined between a superintendent's reported media use and four variables: 1) size of district, 2) role classification, 3) use of professional assistance by a media specialist, and 4) previous academic training in media.

In addition to an investigation of a superintendent's media use as it relates to these four variables, data was collected to determine the extent to which media specialists are being utilized in terms of types of services rendered to the chief administrator during the past year. Information was also assembled on the number of meetings superintendents participate in throughout the year which represented opportunities in which media may have been used. The level of media use was also measured in each of eight specific meeting situations. The types of hardware most used by superintendents were determined as well as the respondent's interest in a workshop or graduate course dealing with "Media for the Public School Administrator."

Hypotheses tested in this study were as follows:

Hypothesis 1: There are differences in the frequency of superintendents using media or not using media during the past year between superintendents in Group A (small school districts), Group B (medium size districts), and Group C (large school districts).

Hypothesis 2: There are differences in the frequency of superintendents using media or not using media during the past

year between those in full-time positions as superintendents and those serving in part-time dual or multiple roles.

Hypothesis 3: There are differences in the frequency of superintendents using media or not using media between districts where a media (AV) specialist is employed and those districts without professional media assistance.

Hypothesis 4: There are differences in the use or non-use of media between superintendents who have had a previous audiovisual or instructional media course and those without this academic preparation.

The study was designed to provide those in higher education who train future administrators and media personnel with an informational framework outlining the extent to which practicing school superintendents are utilizing audiovisual techniques. The value of this study is that it provided a groundwork for initial assessment of the media needs of educational administrators. With that awareness and insight, relevant media training experiences can be made available for the preparation of future educational leaders.

Review of related literature

A survey of recent literature revealed a void of information relating directly to media use by public school superintendents or district school administrative staff. As a result, related literature was reviewed in four areas to support the study. First, a profile of superintendents as a group of

professional educational leaders was formulated based on data from a 1971 study by the American Association of School Administrators. Second, the advent and implications of technology in education was examined. Third was a discussion of the underlying communications/learning theory which is the foundation for effective use of media by superintendents as educators. Fourth and last was a descriptive analysis of a superintendent's responsibilities in terms of tasks and opportunities in which media may be utilized.

Methodology

This descriptive research study was conducted using a mail questionnaire to survey the use of media by public school superintendents. Timing of the study was planned to avoid conflicts with spring vacations, heavy negotiating periods, and year-end closing activities.

The sample was selected using stratified random sampling. The population consisted of all superintendents in public school districts in Illinois which numbered 1,041. The population was stratified into three groups with parameters defined by pupil enrollment as published for the 1973-74 school year. The stratified population consisted of Group A (small size districts) with less than 749 pupils enrolled, Group B (medium size districts) included districts with 750-3,499 pupils enrolled, and Group C (large size districts) was composed of districts with 3,500 or more pupils.

Minimum sample size needed in each group for representativeness was determined statistically (with a confidence level of .05 and a sampling error of 0.10%) and a larger than necessary sample was drawn to ensure the required level of return. From Group A of 490 districts, 30% was drawn for a sample of 147 superintendents. From Group B containing 436 districts, a sample of 30% was also drawn to number 131 superintendents. Since Group C containing 115 districts was substantially smaller, a sample of 35% was drawn resulting in 40 superintendents. The total sample size for the study was 318 superintendents. The sample was drawn randomly from each of the three stratified populations.

The instrument for the study was a seven item questionnaire. Question 1 was designed to determine the full or part-time role responsibilities of the respondent. Questions 2 and 3 were concerned with the availability and utilization of a media (AV) specialist in the respondent's district. Question 4 asked the respondent to indicate the number of meetings in which he had participated during the past year. Question 5 in a grid formation followed with a request for the number of times each type of media hardware was used in each meeting situation. In question 6, the superintendent indicated if he had taken a course in audiovisual or instructional media during his academic training. The final question, item 7, was designed to measure interest in a workshop or graduate course dealing with "Media for the Public School Administrator." Space was provided for

making additional written comments and requesting a summary of the results.

Accompanied by a letter of introduction and a self-addressed, stamped envelope, the initial mailing of the 318 questionnaires to each superintendent by name as drawn in the sample occurred on March 31, 1975. At the end of two weeks, 224 or 70.4% of the completed questionnaires were returned. A second mailing was sent out April 16, 1975 and yielded 47 more responses for a total return of 271 questionnaires representing 85.2% of the total sample. The 271 responses also represent 26% of the entire population of superintendents.

Data was tabulated by district size grouping and organized to facilitate the statistical testing of significant differences in the responses of the groups utilizing the chi-square test. The hypotheses were restated in null terms for application of the chi-square analysis using a significance level of .05 in testing each hypothesis.

CONCLUSIONS

Since the sample is representative of the entire population of superintendents in Illinois, the results from the findings and analysis of data collected in this study lead to the following conclusions for the seven general research questions previously set forth in the statement of the problem:

1. That school district size based on pupil enrollment in and of itself is not an influential or significant factor in

the use or non-use of media by superintendents. No statistically significant differences existed in the frequency of superintendents using media or not using media during the past year between superintendents in Group (small size districts), Group B (medium size districts), and Group C (large size districts). Since over 75% of each size grouping (and 80% of the sample) reported some media use, it can be generalized that throughout the population, three out of four superintendents regardless of district size have utilized some form of audiovisual equipment in the past year. Even though size of district in and of itself was not a determining factor in the use or non-use of media, data did support that among those superintendents using audiovisual equipment, the larger the district in pupil size, the greater the number of times media is used by a superintendent in a given year.

2. That the role status of the superintendent (full-time or part-time in dual or multiple role responsibilities) is a significant factor in his use or non-use of media in meetings during the performance of his duties as superintendent. The study indicated that over one-fourth of the superintendents serve in part-time capacities other than the superintendency and that a lower percentage of this group utilize media.

3. That the availability of a professional media (AV) specialist in the district is a significant factor in the use or non-use of media by superintendents. The responses indicated

that the greatest frequency of superintendents using media occurred in districts having a media specialist and the greatest reported non-use of media occurred when no media specialist was employed. However, the availability of a specialist does not mean that the superintendent is utilizing his services. Generalizing from the data collected, in districts where a media specialist is employed approximately 75% of the superintendents utilize their services, with the highest utilization in large size districts. In the small and medium size districts, the service most frequently used was that of equipment scheduling. In large districts, the services most used were consulting on the design of media aids and their production.

4. That the highest occurrence of superintendent participation in all three groups was in school board meetings. Faculty/staff meetings and personnel evaluations were second or third highest in all three groups. Based on the mean number of meetings calculated for the sample at large, it can be generalized that approximately 82 meetings is the average number of opportunities in which superintendents participated during the past year where media might have been utilized. Media utilization in those situations followed this pattern: a higher percentage of small district superintendents utilize media in faculty/staff meetings and inservice workshops than do large district superintendents. The highest frequency of media utilization for superintendents in both the medium and large size school districts was in school

board meetings. Evaluation situations, either school or personnel, represented the lowest reported use of media.

5. That of the superintendents reporting use in each district size group, the overhead projector had the highest percentage of use by superintendents in the small and medium size districts, while the large district chief administrators indicated the slide projector as the most used equipment item. The audio tape recorder was second in frequency of utilization by superintendents in both the medium and large size districts. Video tape equipment was reported to be least used in all three district size groupings. Several reasons which may account for the low use of this medium are the high cost of equipment, sophistication of operation, and relative newness on the market.

6. That there are significant differences in the use or non-use of media by superintendents between those with a previous course in audiovisual or instructional media and those without this academic preparation. The study indicated that over one-half of the superintendents consider that their background included media training and among this group was reported the highest percentage of superintendents using media. Having academic training in media also contributed to a higher number of times media was used during a year by a superintendent. A trend was apparent that coupled with a previous course, the size of a district influenced the frequency

of media use, in that the larger the district the greater the number of times a superintendent used media during the past year. Analysis of data determined that the greatest percentage of media usage was among superintendents with both a media course and a media specialist available in their districts. Between the two variables, the absence or presence of a media specialist was the stronger influence on media use or non-use.

7. Based on responses, that if available, over one-half of the superintendents would consider participation in a workshop or graduate course dealing with "Media for the Public School Administrator."

RECOMMENDATIONS

As a result of this initial assessment of the media use of public school superintendents, there are several courses of action which could naturally follow. It is recommended that since there exists a rather substantial utilization of media by public school superintendents, a similar study should be conducted to assess the media usage practices of building principals and other administrative personnel. In addition, further research is needed to determine the level of competencies in media techniques needed by public school administrators to make effective use of the communication tools at their disposal in specific situations.

A handbook might be developed for practicing administrators which outlines specific materials and techniques of media

utilization useful in their job performance. Research may be conducted among media specialists to determine the extent and nature of media services provided to school administrators at all levels.

Finally and most importantly, it is recommended that serious consideration be directed to the development of a course specifically designed to meet the media needs of public school administrators. The graduate level course or short session workshop could be the product of cooperative efforts between the Department of Educational Administration and Department of Instructional Media within the School of Education at Eastern Illinois University or any other institution of higher learning interested in continuing training for educators.

Encompassed in this recommendation is a two-fold purpose for the course: 1) To provide practicing administrators and those training for future positions with basic knowledge and working skills to effectively utilize the media aids at their disposal and create an awareness of the assistance and professional services they can obtain through the media specialist in their district; 2) To provide media specialists, currently employed or those in training, with insight into understanding of the role of school administrators and their associated media needs, so that proper support and consulting services can be offered to benefit the entire school system rather than just the classroom teacher.

Further research is needed to determine specific content which should be included in such a course offering and the best means for making this learning experience available in the field. The past has witnessed the administrator or the media specialist working within his own area of responsibility to serve the school. Bridging the gap between the two schools of training at the graduate level through such a course can aid the practicing administrator and the media professional to work together as a team to more effectively use the technology of today for tomorrow's education.

APPENDIX

Item	Page
A. Letter of Introduction	91
B. Questionnaire	92
C. Second Mailing Reminder	93
D. Summary Letter of Results	94
E. Computations	
Part 1. Sample Size by Group	95
Part 2. Chi-Square Test - Hypothesis 1	96
Part 3. Chi-Square Test - Hypothesis 2	97
Part 4. Chi-Square Test - Hypothesis 3	98
Part 5. Chi-Square Test - Hypothesis 4	99
F. Summary of Media Use by Superintendents During the Past Year	
Part 1. In School Board Meetings	100
Part 2. In Faculty/Staff Meetings	101
Part 3. In Inservice Workshops	102
Part 4. In PTA or PTO Meetings	103
Part 5. In Meetings on Referendum or School Bond Issues	104
Part 6. In Collective Negotiations	105
Part 7. In Meetings on School Evaluations	106
Part 8. In Personnel Evaluations	107
G. Tables	
Part 1. Number of Superintendents Using Media . .	108
Part 2. Mean Number of Times Media was Used During the Past Year	109
Part 3. Number of Superintendents Not Using Media	110

APPENDIX A. LETTER OF INTRODUCTION

JOANNE M. DECKER
M.S. in Education, Instructional Media
Charleston, Illinois 61920

March 29, 1975

Dear Superintendent:

Here it is! A short questionnaire seeking information about how Superintendents in the State of Illinois are using media in the performance of their administrative duties.

As a student of Education Administration, I am conducting this survey in partial fulfillment of requirements for a Specialist in Education at Eastern Illinois University.

Attached you will find an easy-to-answer, seven item questionnaire which will only take a few moments of your time to complete. If you wish to receive a summary of the data collected, please so indicate at the end of the questionnaire.

A self-addressed, stamped envelope is included so you can return this survey at no cost to you. Hopefully, I will receive your completed questionnaire by April 10, 1975. Your part in this effort and your responses are appreciated.

Sincerely,

 Joanne M. Decker

Enc.

APPENDIX B. QUESTIONNAIRE

RESEARCH QUESTIONNAIRE

1. In addition to your responsibilities as Superintendent, do you serve in either of the following capacities?

_____ Principal _____ % of time.

_____ Teacher _____ % of time

2. Does your district employ a media (audiovisual) specialist?

_____ Yes _____ Full-time _____ Part-time

_____ No

3. How many times during the past year have you utilized each of the following services of your media specialist?

Qty.

Services

_____ To consult on the design of media aids

_____ To produce the visuals or audio tape needed

_____ For equipment scheduling

_____ For presentation assistance (projectionist)

_____ Other: _____

_____ Have not used the services of the media specialist

4. During the past year, estimate the number of times you have participated in each of the following administrative activities.

No. of
Meetings

Administrative Activities

_____ School Board Meetings

_____ Faculty/Staff Meetings incl. Teacher Orientation,
Curriculum Committee meetings, etc.

_____ Inservice Workshops or Institute Days

_____ PTA (PTO)

_____ Meetings on Referendum or School Bond Issues

_____ Collective Negotiations

_____ School Evaluations (IOE or North Central)

_____ Personnel Evaluations

OVER

APPENDIX C. SECOND MAILING REMINDER

JUST A REMINDER!

April 10 has passed and your questionnaire is listed among the missing. I realize that you may have been unusually busy or perhaps it failed to reach your desk. Just in case the letter and questionnaire were accidentally misplaced, you will find another copy of each attached.

As a Superintendent, your input into this study is important and needed. Please take a few moments today to fill it out and return it to me. Thank you for your cooperation in this research effort.

SUMMARY OF RESULTS

Your participation in the recent survey on the use of media by public school superintendents was appreciated. Study results were based on 271 responses which represented an 85.2% return from the sample. Below is a brief summary of the results which you requested. The complete study is available on file at the Eastern Illinois University library. Thank you for cooperating in this study.

1. School district size in and of itself is not a significant factor in the use or non-use of media by superintendents. Three out of four superintendents regardless of district size have utilized media in the past year. Size of district was important in that among those superintendents using media, the larger the district, the greater the number of times media was used during the year.
2. The role status of the superintendent (full-time or part-time) is a significant factor in use or non-use of media. Over one-fourth of the superintendents surveyed have other part-time responsibilities and there was a lower percentage of media use among this group.
3. The availability of a professional media (AV) specialist in the district is a significant factor in the use or non-use of media by superintendents. The greatest frequency of superintendents using media occurred in districts having a specialist. In districts where a specialist is employed, approximately 75% of the superintendents use their services. Services most frequently used were equipment scheduling and consultation on the design of media aids.
4. The highest occurrence of superintendent's participation was in school board meetings. Second or third highest were faculty/staff meetings and personnel evaluations. The highest frequency of media use was in school board meetings. Evaluation situations, either school or personnel represented the lowest reported use of media.
5. The overhead projector had the highest percentage of use by superintendents in small and medium size districts. Superintendents in large size districts reported the highest use of the slide projector. Video tape recording equipment was the least used by superintendents.
6. Having a previous AV or instructional media course is a significant factor in the use or non-use of media by superintendents. Slightly over one-half reported media training in their background and among this group was the highest percentage using media.
7. If available, over one-half would consider participation in a workshop or graduate course dealing with "Media for the Public School Administrator."

APPENDIX E. COMPUTATIONS

Part 1. Sample Size by District Size Grouping

Group A. Small Size Districts

$$\begin{aligned}
 N &= (z/e)^2(p)(1-p) \\
 N &= (1.96/.10)^2 (.47)(.53) \\
 N &= (19.6)^2 (.2491) \\
 N &= (384.16)(.2491) \\
 N &= 95.69
 \end{aligned}$$

To ensure that the number of returns were equal to or exceeded 95.69, a sample size of 147 was used which represented 30% of the population.

Group B. Medium Size Districts

$$\begin{aligned}
 N &= (z/e)^2(p)(1-p) \\
 N &= (1.96/.10)^2 (.42)(.58) \\
 N &= (19.6)^2 (.2436) \\
 N &= (384.16)(.2436) \\
 N &= 93.58
 \end{aligned}$$

To ensure that the number of returns were equal to or exceeded 93.58, a sample size of 131 was used which represented 30% of the population.

Group C. Large Size Districts

$$\begin{aligned}
 N &= (z/e)^2(p)(1-p) \\
 N &= (1.96/.10)^2 (.11)(.89) \\
 N &= (19.6)^2 (.0979) \\
 N &= (384.16)(.0979) \\
 N &= 37.61
 \end{aligned}$$

To ensure that the number of returns were equal to or exceeded 37.61, a sample size of 40 was used which represented 35% of the population.

N = required sample return; z = confidence level; e = acceptable level of sampling error; p = proportion of the population

Source: Bruce W. Tuckman, Conducting Educational Research (New York: Harcourt Brace Jovanovich, Inc., 1972), p. 204.

APPENDIX E. COMPUTATIONS

Part 2. Chi-square test - Hypothesis 1

Null Hypothesis: There are no differences in the frequency of superintendents using media during the past year between superintendents in Group A (small school districts), Group B (medium size districts), and Group C (large school districts).

Observed Data:

Group	Use Media	No Media Used	Total
A	91	30	121
B	95	17	112
C	31	7	38
Column Total	217	54	271

Expected Frequencies:

Group	Use Media	No Media Used	Total
A	96.89	24.11	121
B	89.68	22.32	112
C	30.43	7.57	38
Column Total	217.00	54.00	271

O	E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
91	96.89	-5.89	34.69	.358
95	89.68	+5.32	28.30	.316
31	30.43	+0.57	.33	.011
30	24.11	+5.89	34.69	1.439
17	22.32	-5.32	28.30	1.268
7	7.57	-0.57	.33	.044

$$\chi^2 = 3.436 \text{ or } 3.44$$

With 2 degrees of freedom at the .05 level of significance, a chi-square value of at least 5.99 was necessary for statistically significant differences. Since only a chi-square value of 3.436 was obtained, the null hypothesis was accepted and it was concluded that the differences in the data may be attributed to chance.

APPENDIX E. COMPUTATIONS

Part 3. Chi-square test - Hypothesis 2

Null Hypothesis: There are no differences in the frequency of superintendents using media or not using media during the past year between those in full-time positions as superintendents and those serving in other part-time dual or multiple roles.

Observed Data:

Role Description	Use Media	No Media Used	Total
Full-time superintendents	170	32	202
Part-time superintendents	47	22	69
Column Total	217	54	271

Expected Frequencies:

Role Description	Use Media	No Media Used	Total
Full-time superintendents	161.7	40.3	202
Part-time superintendents	55.3	13.7	69
Column Total	217.0	54.0	271

O	E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
170	161.7	+8.3	68.89	.426
47	55.3	-8.3	68.89	1.246
32	40.3	-8.3	68.89	1.709
22	13.7	+8.3	68.89	<u>5.028</u>

$$\chi^2 = 8.409 \text{ or } 8.41$$

With 1 degree of freedom at the .05 level of significance, a chi-square value of at least 3.84 was needed. Since a chi-square value of 8.41 was obtained, the null hypothesis was rejected and the differences which exist may not be attributed to chance.

APPENDIX E. COMPUTATIONS

Part 4. Chi-square test - Hypothesis 3

Null Hypothesis: There are no differences in the frequency of superintendents using media or not using media between districts where a media (AV) specialist is employed and those districts without professional media assistance.

Observed Data:

Situation	Use Media	No Media Used	Total
With media specialist	131	22	153
Without media specialist	86	32	118
Column Total	217	54	271

Expected Frequencies:

Situation	Use Media	No Media Used	Total
With media specialist	122.51	30.49	153
Without media specialist	94.49	23.51	118
Column Total	217.00	54.00	271

O	E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
131	122.51	+8.49	72.08	.588
86	94.49	-8.49	72.08	.763
22	30.49	-8.49	72.08	2.364
32	23.51	+8.49	72.08	<u>3.066</u>

$$\chi^2 = 6.781 \text{ or } 6.78$$

Since the computed chi-square value of 6.78 is in excess of the 3.84 required value at the .05 significance level with 1 degree of freedom, the null hypothesis was rejected and the differences which exist cannot be attributed to chance.

APPENDIX E. COMPUTATIONS

Part 5. Chi-square test - Hypothesis 4

Null Hypothesis: There are no differences in the media use or non-use practices between superintendents who have had a previous audiovisual or instructional media course and those without this academic preparation.

Observed Data:

Situation	Use Media	No Media Used	Total
With media course	123	22	145
Without media course	94	32	126
Column Total	217	54	271

Expected Frequencies:

Situation	Use Media	No Media Used	Total
With media course	116.1	28.9	145
Without media course	100.9	25.1	126
Column Total	217.0	54.0	271

O	E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
123	116.1	+6.9	47.61	.4101
94	100.9	-6.9	47.61	.5065
22	28.9	-6.9	47.61	1.6474
32	25.1	+6.9	47.61	1.8968

$$\chi^2 = 4.4608 \text{ or } 4.46$$

With 1 degree of freedom at the .05 level of significance, a chi-square value of at least 3.84 was needed. Since a chi-square value of 4.46 was obtained, the null hypothesis was rejected and the differences which exist cannot be attributed to chance.

APPENDIX F. SUMMARY OF MEDIA USE BY SUPERINTENDENTS DURING THE PAST YEAR

Part 1. In School Board Meetings

Items	Group A (n=121)	Group B (n=112)	Group C (n=38)
Number and percentage of superintendents reporting participation in school board meetings	121 (100%)	111 (99%)	37 (97.4%)
Mean number of school board meetings in which superintendents participated	16.98	21.71	24.03
Number and percentage of superintendents using media in school board meetings	55 (45.5%)	80 (72.1%)	30 (81.1%)

APPENDIX F. SUMMARY OF MEDIA USE BY SUPERINTENDENTS DURING THE PAST YEAR

Part 2. In Faculty/Staff Meetings

Items	Group A (n=121)	Group B (n=112)	Group C (n=38)
Number and percentage of superintendents reporting participation in faculty/staff meetings	120 (99.2%)	111 (99.1%)	36 (94.7%)
Mean number of faculty/staff meetings in which superintendents participated	16.98	14.00	21.42
Number and percentage of superintendents using media in faculty/staff meetings	72 (60.0%)	74 (66.6%)	22 (61.1%)

APPENDIX F. SUMMARY OF MEDIA USE BY SUPERINTENDENTS DURING THE PAST YEAR

Part 3. In Inservice Workshops

Items	Group A (n=121)	Group B (n=112)	Group C (n=38)
Number and percentage of superintendents reporting participation in inservice workshops	121 (100%)	109 (97.3%)	35 (92.1%)
Mean number of inservice workshops in which superintendents participated	4.50	4.84	4.46
Number and percentage of superintendents using media in inservice workshops	65 (53.7%)	71 (65.1%)	19 (54.3%)

APPENDIX F. SUMMARY OF MEDIA USE BY SUPERINTENDENTS DURING THE PAST YEAR

Part 4. In PTA or PTO Meetings

Items	Group A (n=121)	Group B (n=112)	Group C (n=38)
Number and percentage of superintendents reporting participation in PTA or PTO meetings	85 (70.2%)	81 (72.3%)	34 (89.5%)
Mean number of PTA or PTO meetings in which superintendents participated	5.94	6.53	8.91
Number and percentage of superintendents using media in PTA or PTO meetings	43 (50.6%)	35 (43.2%)	17 (50.0%)

APPENDIX F. SUMMARY OF MEDIA USE BY SUPERINTENDENTS DURING THE PAST YEAR

Part 5. In Meetings on Referendum or School Bond Issues

Items	Group A (n=121)	Group B (n=112)	Group C (n=38)
Number and percentage of superintendents reporting participation in meetings on referendum or school bond issues	29 (24.0%)	35 (31.3%)	13 (34.2%)
Mean number of referendum or school bond meetings in which superintendents participated	6.31	10.71	15.46
Number and percentage of superintendents using media in meetings on referendum or school bond issues	13 (44.8%)	23 (65.7%)	5 (38.5%)

APPENDIX F. SUMMARY OF MEDIA USE BY SUPERINTENDENTS DURING THE PAST YEAR

Part 6. In Collective Negotiations

Items	Group A (n=121)	Group B (n=112)	Group C (n=38)
Number and percentage of superintendents reporting participation in collective negotiations	51 (42.1%)	91 (81.3%)	25 (65.8%)
Mean number of meetings on collective negotiations in which superintendents participated	7.24	10.93	15.32
Number and percentage of superintendents using media in collective negotiations	7 (13.7%)	10 (11.0%)	7 (28.0%)

APPENDIX F. SUMMARY OF MEDIA USE BY SUPERINTENDENTS DURING THE PAST YEAR

Part 7. In Meetings on School Evaluations

Items	Group A (n=121)	Group B (n=112)	Group C (n=38)
Number and percentage of superintendents reporting participation in meetings on school evaluations	57 (47.1%)	65 (58.0%)	25 (65.8%)
Mean number of meetings on school evaluations in which superintendents participated	2.42	2.80	3.64
Number and percentage of superintendents using media in meetings on school evaluations	16 (28.1%)	8 (12.3%)	5 (20.0%)

APPENDIX F. SUMMARY OF MEDIA USE BY SUPERINTENDENTS DURING THE PAST YEAR

Part 8. In Personnel Evaluations

Items	Group A (n=121)	Group B (n=112)	Group C (n=38)
Number and percentage of superintendents reporting participation in personnel evaluations	107 (88.4%)	96 (85.7%)	33 (86.8%)
Mean number of personnel evaluations in which superintendents participated	11.72	15.28	17.85
Number and percentage of superintendents using media in personnel evaluations	4 (3.7%)	9 (9.4%)	3 (9.1%)

APPENDIX G. TABLES

Part 1. Number of Superintendents Using Media

Group and Background	With Media Specialist	Without Media Specialist
Group A (n=91)		
With Media Course	26 (28.5%)	35 (38.5%)
Without Media Course	20 (22.0%)	10 (11.0%)
Group B (n=95)		
With Media Course	32 (33.7%)	14 (14.7%)
Without Media Course	26 (27.4%)	23 (24.2%)
Group C (n=31)		
With Media Course	14 (45.1%)	2 (6.5%)
Without Media Course	13 (41.9%)	2 (6.5%)

APPENDIX G. TABLES

Part 2. Mean Number of Times Media was Used During the Past Year

Group and Background	With Media Specialist	Without Media Specialist
Group A		
With Media Course	16.7	9.2
Without Media Course	8.5	4.9
Group B		
With Media Course	22.1	19.1
Without Media Course	16.2	14.1
Group C		
With Media Course	38.8	41.0*
Without Media Course	25.7	9.0*

*Based on only two (2) responses in each category.

APPENDIX G. TABLES

Part 3. Number of Superintendents Not Using Media

Group and Background	With Media Specialist	Without Media Specialist
Group A (n=30)		
With Media Course	7	3
Without Media Course	4	16
Group B (n=17)		
With Media Course	2	6
Without Media Course	3	6
Group C (n=7)		
With Media Course	3	1
Without Media Course	3	0

BIBLIOGRAPHY

BIBLIOGRAPHY

- American Association of School Administrators. Instructional Technology and the School Administrator. Washington, D.C.: American Association of School Administrators, 1970.
- Cobun, Ted C. "Media and Public School Communications" in Instructional Process and Media Innovation, ed. Robert A. Weisgerber. Chicago: Rand McNally & Company, 1968.
- Illinois. Office of the Superintendent of Public Instruction. Directory of Illinois Schools, 1974-75. Springfield: Publications Section, Office of the Superintendent of Public Instruction, 1974).
- Illinois. Office of the Superintendent of Public Instruction. "The Illinois Program for Evaluation, Supervision, and Recognition of Schools." Circular Series A, no. 160. Springfield: Office of the Superintendent of Public Instruction, 1973.
- Isaac, Stephen. Handbook in Research and Evaluation. San Diego, California: Robert R. Knapp, Publisher, 1971.
- Kinder, James S. Using Instructional Media. New York: D. Van Nostrand Company, 1973.
- Klock, John M. and Klock, James W. Klock's Tables of Random Numbers. Detroit: Central Publishing, 1966.
- Knezevich, Stephen J., ed. The American School Superintendent; An AASA Research Study. Commission on the Preparation of Professional School Administrators. Washington, D.C.: American Association of School Administrators, 1971.
- National School Boards Association. Job Descriptions in Education; Reference Manual. Evanston, Illinois: National School Boards Association, 1973.
- Oberholtzer, Kenneth E. "Some Thinking Within the Fraternity." AV Communication Review, Vol. XIX, No. 2, Summer, 1971, pp. 232-236.
- Tuckman, Bruce W. Conducting Educational Research. New York: Harcourt Brace Jovanovich, Inc., 1972.